

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Language Resource Centers**

**CFDA # 84.229A**

**PR/Award # P229A180022**

**Grants.gov Tracking#: GRANT12660347**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180022

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<b>Attachment - 1 (GEPA4271010433498)</b>	e12
<b>6. Grants.gov Lobbying Form</b>	e13
<b>7. Dept of Education Supplemental Information for SF-424</b>	e14
<b>8. ED Abstract Narrative Form</b>	e15
<b>Attachment - 1 (Abstract1010433495)</b>	e16
<b>9. Project Narrative Form</b>	e17
<b>Attachment - 1 (Narrative___FINAL_6_22_181010433491)</b>	e18
<b>10. Other Narrative Form</b>	e75
<b>Attachment - 1 (Appendix_A___FINAL1010433483)</b>	e76
<b>Attachment - 2 (Appendix_B___FINAL1010433486)</b>	e150
<b>Attachment - 3 (Appendix_C___FINAL1010433487)</b>	e152
<b>Attachment - 4 (Appendix_D___FINAL1010433489)</b>	e210
<b>11. Budget Narrative Form</b>	e215
<b>Attachment - 1 (Budget_Narrative___FINAL_w_Budget_added1010433481)</b>	e216

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## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

Georgia State University

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

586002050

\* c. Organizational DUNS:

073425951

### d. Address:

\* Street1:

PO Box 3999

Street2:

\* City:

Atlanta

County/Parish:

Fulton

\* State:

GA: Georgia

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

30302-3999

### e. Organizational Unit:

Department Name:

Research Vice President Office

Division Name:

Research & Sponsored Programs

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Michael

Middle Name:

A.

\* Last Name:

Mathisen

Suffix:

Title:

Assoc Dir, Grants & Contracts

Organizational Affiliation:

Georgia State University

\* Telephone Number:

404-413-3502

Fax Number:

\* Email:

gsurfawards@gsu.edu

PR/Award # P229A180022

Page e3

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

### \* 12. Funding Opportunity Number:

ED-GRANTS-052418-001

\* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

### 13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Georgia State University Language Resource Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments



**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="704,963.00"/>
* b. Applicant	<input type="text" value="81,705.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="786,668.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Georgia State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	91,112.00	91,891.00	92,317.00	102,606.00		377,926.00
2. Fringe Benefits	23,555.00	22,574.00	22,342.00	23,120.00		91,591.00
3. Travel	6,900.00	6,450.00	5,200.00	3,200.00		21,750.00
4. Equipment						
5. Supplies	35,520.00	33,317.00	36,050.00	37,718.00		142,605.00
6. Contractual						
7. Construction						
8. Other	3,700.00	3,700.00	5,700.00	5,700.00		18,800.00
9. Total Direct Costs (lines 1-8)	160,787.00	157,932.00	161,609.00	172,344.00		652,672.00
10. Indirect Costs*	12,567.00	12,339.00	12,473.00	14,912.00		52,291.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	173,354.00	170,271.00	174,082.00	187,256.00		704,963.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2022 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 53.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P229A180022

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Georgia State University	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	13,596.00	14,004.00	14,424.00	14,857.00		56,881.00
2. Fringe Benefits	4,487.00	4,621.00	4,760.00	4,903.00		18,771.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	18,083.00	18,625.00	19,184.00	19,760.00		75,652.00
10. Indirect Costs	1,447.00	1,490.00	1,535.00	1,581.00		6,053.00
11. Training Stipends						
12. Total Costs (lines 9-11)	19,530.00	20,115.00	20,719.00	21,341.00		81,705.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # P229A180022

Page e8

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Michael Mathisen	Associate Director,
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Georgia State University	06/25/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Georgia State University"/> * Street 1 <input type="text" value="58 Edgewood Ave NE"/> Street 2 <input type="text"/> * City <input type="text" value="Atlanta"/> State <input type="text" value="GA: Georgia"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>		<b>7. * Federal Program Name/Description:</b> <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>
<b>8. Federal Action Number, if known:</b> <input type="text"/>		<b>9. Award Amount, if known:</b> \$ <input type="text"/>
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text" value="N/A"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text" value="N/A"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Michael Mathisen"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Michael"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Mathisen"/> Suffix <input type="text"/> Title: <input type="text" value="Associate Director,"/> Telephone No.: <input type="text" value="404-413-3502"/> Date: <input type="text" value="06/25/2018"/>		
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA4271010433498.pdf

Add Attachment

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CULTR is particularly concerned that access to all center activities is available to any interested beneficiary with special needs. With regards to physical barriers to participation in conferences, workshops, and meetings, all facilities will be held on the GSU campus, an ADA compliant campus. For participants who may require additional accommodations, we will consult with the Disabilities Services Office on campus to meet their specific needs. With consideration to online and digital products, we will work to ensure that all digital content is ADA compliant. In addition, because CULTR has been developed to particularly address the foreign language access barriers to underrepresented populations, particularly minority and low-income, primarily urban K-12 populations and the schools that serve them, all outreach activities will be purposefully directed to these participants in multiple formats to not only overcome their barriers to participation, but encourage full participation.



## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Georgia State University

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
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404-413-6390	

Email Address:

wnichols@gsu.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☒ Yes ☐ No ☐ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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\* Attachment:

## Abstract

Located at an urban minority-serving Title III and Title V research university, the Center for Urban Language Teaching and Research (CULTR) is the only LRC in the Southeastern United States. The Center has created a unique identity around serving the needs of underrepresented students and the communities they represent and help to provide them with equitable access to language learning opportunities as part of a 21<sup>st</sup> century global education. CULTR is directed by its core values of access, advocacy, outreach, and research and has gained a national reputation for innovative approaches to promoting access to language education for all students regardless of their socioeconomic and ethnic background.

Guided by its core values, CULTR's initiatives fall into four central objectives: professional development, career readiness, advocacy, research.

1. *Professional development* centers on increasing learning and growth opportunities for language teachers and building communities of practice.
2. We promote *career readiness* through language study and the development of global skills vital to academic and career preparation for all 21st-Century students.
3. Our *advocacy* initiatives aim to increase awareness of the national need and support for language education and global skills preparation among parents, schools, communities, and the private sector.
4. We strive to conduct and disseminate meaningful *research* on access to Dual Language Immersion and the learning, teaching, and assessment of Less Commonly Taught Languages (LCTLs), which can be translated into improvements in practice.

Under these objectives fall several projects such as the creation of downloadable free infographics, a Family and Community Toolkit, Podcasts and Videos to build communities of practice among language educators, as well as hosting annual Global Language Leadership Meeting and World Languages Day events, Teacher Professional Development Workshops, Family and Community Camps, and others. Research includes a national Dual Language Immersion mapping project and the study of motivation, assessment, and linguistic urban landscapes, all in relation to the teaching and learning of LCTLs. Framed by CULTR's central mission to build communities of students, teachers, and families by asserting the vital importance of language education for all students, initiatives and products address inequities in the student-parent-teacher ecosystem and provide students from traditionally underserved groups with better prospects to achieve social mobility and professional growth.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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GEORGIA STATE UNIVERSITY

**GEORGIA STATE UNIVERSITY CENTER FOR  
URBAN LANGUAGE TEACHING AND  
RESEARCH**

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LRC Proposal Submission for CFDA NUMBER 84.229A

PI William J. Nichols

## Table of Contents

Abstract .....	iv
Common Acronyms .....	v
Introduction .....	1
1. Plan of Operation .....	6
1.1 Administration .....	6
1.2 Projects and Project Objectives .....	7
1.3 Non-discriminatory Employment Practices .....	20
2. Quality of Key Personnel .....	20
2.1 CULTR Director .....	21
2.2 Center Managing Director .....	21
2.3 Director of Communications and Data Analytics .....	22
2.4 Instructional Technology Lead .....	23
2.5 Budget Manager .....	24
2.6 External Evaluator .....	24
2.7 Qualifications of Project Faculty .....	25
2.8 Personnel Time Committed to the Project .....	27
2.9 Encouraging Applications for Employment from Underrepresented Groups .....	27
3. Budget and Cost Effectiveness .....	28

3.1 Cost-Effectiveness through Institutional Support .....	28
3.2 Cost-Effectiveness through Utilization of Existing Infrastructure .....	30
3.3 Cost Savings Resulting from Personnel Efficiency .....	30
3.4 Cost-Effectiveness in Travel Expenses.....	31
3.5 Cost-Effectiveness in Minimal Supply Costs .....	31
4. Evaluation Plan .....	32
4.1 Evaluation of Events (E).....	33
4.2 Evaluation of Materials (M).....	34
4.3 Evaluation of Research (R).....	34
4.4 Evaluation Reports.....	35
4.5 External Evaluator .....	35
5. Adequacy of Resources.....	36
5.1 Facilities .....	36
5.2 Equipment and Supplies .....	37
6. Need and Potential Impact .....	38
6.1 Need .....	38
6.2 Potential Impact .....	41
7. Likelihood of Achieving Results .....	46
8. Description of Final Form of Results.....	49



9. Competitive Priorities ..... 50

9.1 Competitive Priority 1..... 50

9.2 Competitive Priority 2..... 50

## Abstract

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## Common Acronyms

<b>ACTFL</b>	American Council on Teaching Foreign Languages
<b>ALESL</b>	Applied Linguistics and English as a Second Language
<b>CARLA</b>	Center for Advanced Research on Language Acquisition
<b>CAS</b>	College of Arts and Sciences
<b>CETL</b>	Center for Excellence in Teaching and Learning
<b>CIBER</b>	Center for International Business Education
<b>COEHD</b>	College of Education and Human Development
<b>CR</b>	Career Readiness
<b>CULTR</b>	Center for Urban Language Teaching and Research
<b>DLI</b>	Dual Language Immersion
<b>DoED</b>	U.S. Department of Education
<b>FL</b>	Foreign Language(s)
<b>GADII</b>	Georgia Dual Language Immersion Institute
<b>GADoE</b>	Georgia Department of Education
<b>GLLM</b>	Global Languages Leadership Meeting
<b>GSU</b>	Georgia State University
<b>LCTL</b>	Less Commonly Taught Language
<b>LRC</b>	Language Resource Center
<b>LTE</b>	Language Teacher Education
<b>MSI</b>	Minority Serving Institution
<b>PD</b>	Professional Development
<b>WLC</b>	World Languages and Cultures, Department of
<b>WLD</b>	World Languages Day

## Introduction

The Department of World Languages & Cultures (WLC) at Georgia State University (GSU) and the Center for Urban Language Teaching & Research are pleased to present this proposal for renewal for the Language Resource Center, the Center for Urban Language Teaching and Research (CULTR), in response to the request for proposals (CFDA NUMBER: 84.229A) dated 24 May 2018.

As the only LRC in the Southeast, CULTR hopes to continue to strengthen and expand its initiatives while complementing the work of currently existing LRCs. To this end, CULTR is uniquely positioned to serve the language community. First and foremost, CULTR's mission is to enhance the global skills opportunities of urban and underrepresented students. Situated in downtown Atlanta, CULTR has been promoting language proficiency, cultural competence, and professional development for all learners and educators with the goal to establish diverse, enriching, and successful career pathways. CULTR's slogan, "*Languages for all*" underscores our commitment to providing access to fulfilling language programs and meaningful professional development. As a transportation hub, easily accessible by car or plane and within a day's drive from 15 states, Atlanta is centrally located to provide access to professional development opportunities for many teachers in the U.S. who may be unable to travel long distances to other LRCs. Therefore, Atlanta's centrality makes it possible for teachers in major cities in the region to attend CULTR conferences and workshops.

The past four years have allowed us to create a unique identity for the Center and to develop our expertise and interest around our four core values that address specific areas of need for language learning and teaching: **Access**, **Advocacy**, **Outreach**, and **Research**. Concerning **Access**, we

focus on the opportunities and challenges of world language learning in *urban* areas. Urban schools are frequently under-resourced and focused on areas such as reading and math to meet ever-higher accountability standards. Sometimes, this leads to reductions in world language course offerings that are often deemed non-essential. As such, our LRC aims to capitalize on the inherent advantages of being located in a major metropolitan area and support and promote the expansion of urban language learning. CULTR's **Advocacy** initiatives have included the creation of Teacher & Exhibitor Tool Kits, downloadable free infographics (available at [cultr.gsu.edu](http://cultr.gsu.edu)), and the implementation of the annual *Global Language Leadership Meeting*. This networking luncheon serves as a space of convergence for diverse industry leaders from business, nonprofit, government, and education and aims to forge collaborations that promote language learning and cultural competence for an emerging global workforce. CULTR's **Outreach** activities include *World Languages Day*, a global language resource fair for high school and GSU students, as well as *Teacher Professional Development Workshops*, hosted throughout the year. Collectively, these three on campus activities host students, teachers, and community members from the GSU campus and beyond. Our **Research** focuses primarily on the Competitive Preference Priority 1, that is projects centered around the development of materials and assessments in less commonly taught languages (LCTLs). CULTR focuses on Chinese, Japanese, and Korean, all of which are taught in the Department of World Languages and Cultures.

Based on these core values, CULTR has established the objectives and related projects for the 2018-2022 funding cycle (see Table 1) that center on ***Professional Development, Career Readiness, Advocacy, and Research.***

Table 1: GSU-CULTR Objectives

Objectives	Related Projects
<b>Objective 1: Professional Development</b> Increase professional development opportunities for language teachers and build communities of practice.	<b>PD1:</b> In-person professional development opportunities for foreign language teachers through workshops and seminars. <b>PD2:</b> THRIVE Podcasts. Professional-quality podcasts on topics related to FL Teacher retention, classroom effectiveness, and affective factors of the FL teacher experience. <b>PD3:</b> THRIVE Videos: Teacher2Teacher online video recording portal for FL teachers to deliver archivable mentoring resources and create a searchable database of FL teacher experiences. <b>PD4:</b> 2019 GADII/DLI conference at GSU. <b>PD5:</b> 2021 Language Teacher Education (LTE) Conference.
<b>Objective 2: Career Readiness</b> Promote language study and global skills as an integral factor of academic and career preparation for all 21 <sup>st</sup> -Century students.	<b>CR1:</b> Host the 4 <sup>th</sup> Annual World Languages Day <b>CR2:</b> Produce a series of Global Competency Profiles <b>CR3:</b> Host workshops at two CERCLL Intercultural Competency Conferences
<b>Objective 3: Advocacy</b> Promote awareness of the national need for language education and cultivate increased support for language education and global skills preparation among parents, schools, communities, and the private sector.	<b>A1:</b> Global Languages Leadership Meeting <b>A2:</b> Development of a series of new and revised infographics <b>A3:</b> Family and Community Language Education Toolkit <b>A4:</b> Family and Community Language Information Camp <b>A5:</b> TED Talk-Style Event at ACTFL
<b>Objective 4: Research</b> Conduct and disseminate research on access to Dual Language Immersion and the learning, teaching, and assessment of LCTLs that can be translated into improvements in practice.	<b>R1:</b> Mapping the DLI Opportunity Gap <b>R2:</b> Computerized Assessment Battery for Chinese <b>R3:</b> Goals and Motivations of LCTL Learners <b>R4:</b> Linguascaping the School

As both an MSI and a large urban public university with a demonstrated ability to meet the educational needs of underserved students, GSU is the ideal institution to house a National Language Resource Center. According to *U.S. News and World Report*, Georgia State University is one of only two universities to rank in the Top 15 in the nation for both its racial/ethnic diversity and the number of low-income students enrolled. In a 2017 report by the

Education Trust, Georgia State was named the top-performing institution for black students, now conferring more bachelor's degrees to African Americans than any not-for-profit college or university in the U.S. Over the past four years, African-American, Hispanic, first generation, and Pell-eligible students have, on average, graduated from Georgia State at or above the rates of the overall student body, making Georgia State the only national public university to do so. In 2016, the merger of Georgia State University and Georgia Perimeter College created the largest university in Georgia. There is now an even broader offering of language education options across its combined five campuses. The Department of World Languages and Cultures at GSU houses one of the most successful World Language Teacher Education programs in the nation and provides instruction in Arabic, Chinese, French, German, Japanese, Korean, Latin, and Spanish. Since the fall of 2017, students have been able to obtain a Certificate of Language Ability in these languages. GSU offers an undergraduate degree in International Economics and Modern Languages with concentrations in Chinese, French, German, and Spanish. The Critical Languages Program at Perimeter College includes instruction in Chinese, Arabic, Swahili, Portuguese, Russian, Italian, Korean and Hebrew.

The Center for International Business Education & Research (CIBER), one of CULTR's primary institutional partners, now serves as the lead CIBER in collaboration with other CIBERs. The goal of this alliance is to expand and enrich a new Minority Serving Institution (MSI) Consortium that will include the Hispanic Serving Institutions (HSIs) and other Minority Serving Institutions (MSIs).

GSU's Alonzo A. Crim Center for Urban Educational Excellence (CUEE) is CULTR's key partner for the DLI mapping project. CUEE implements programming aimed at creating pathways to success for individuals served by urban schools and communities. The Center

generates research, policy briefs, and white papers aimed at deepening the community's understanding of the practices, systems, and structures that nurture urban educational excellence. CUEE research groups, programming, and conferences include The Urban Education Think Tank (UETT), the Power of Students Event, the Annual Sources of Urban Educational Excellence Conference, and the Annual Benjamin E. Mays Lecture Series.

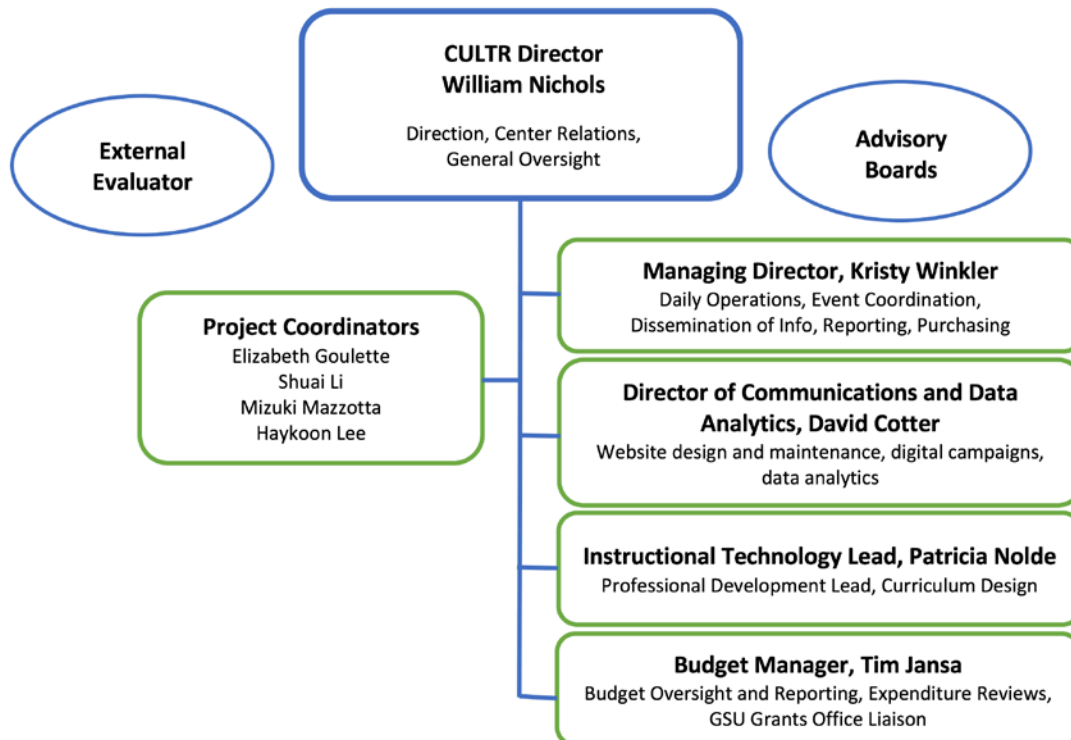


# 1. Plan of Operation

## 1.1 Administration

The organizational chart for our LRC can be found in Figure 1 below.

Figure 1: GSU-CULTR Organizational Chart



The CULTR Director provides oversight and direction for the center. The Managing Director oversees daily operations and manages project coordination. The Managing Director position will be cost-shared with the College of Arts and Sciences but wholly dedicated to CULTR and its activities as reflected in the Center Budget and Budget Narrative. Other personnel will report to the Director and include a Director of Communications and Data Analytics, an Instructional Technology Lead, a Budget Manager, and individual Project Coordinators. Other administrative

positions will be filled through a combination of donated time from university experts, as well as part-time graduate students and student workers.

We have further identified a national and local Advisory Board (see Table 4). Information about the project evaluator can be found in Section 4.0. Evaluation Plan.

## 1.2 Projects and Project Objectives

CULTR's central mission is to build communities of students, teachers, and families by asserting the vital importance of language education for all students, regardless of race or socioeconomic status. Based on our four core values—access, advocacy, outreach, and research—the initiatives, events, and projects undertaken by CULTR fall under four principal objectives: ***Professional Development*** (PD), ***Career Readiness*** (CR), ***Advocacy*** (A), and ***Research*** (R). In Table 2, proposed CULTR projects are marked according to their categorization under one of four objectives. Most projects correspond to multiple values, as illustrated in Table 2.

Projects are distributed across the entire four-year grant period, allowing adequate time for planning time and dissemination of results once projects have been completed. Current projects that would continue into the next funding cycle or require minimal planning are assigned to Year 1. The calendar for proposed project can be found in Table 3.

Table 2: Project Relevance

ID	Projects	Access	Advocacy	Outreach	Research
PD1	FL Teacher Professional Dev Workshops			X	
PD2	THRIVE Podcast		X	X	X
PD3	THRIVE Videos: Teacher2Teacher		X	X	X
PD4	GADII DLI Conference	X	X	X	
PD4	CARLA LTE Conference			X	X
CR1	World Languages Day	X	X	X	
CR2	Global Competency Profiles		X	X	
CR3	CERCLL Conference Workshops	X	X	X	
A1	Global Languages Leadership Meeting		X	X	X
A2	Development of Infographics	X	X	X	
A3	Family and Community Toolkit	X	X	X	X
A4	Family/Community Language Info Camp	X	X	X	
A5	TED Talk-Style at ACTFL (NFLRC)		X	X	
R1	Mapping DLI Opportunity Gap	X	X		X
R2	Computerized Assessment Battery for Chinese				X
R3	Goals and Motivations of LCTL Learners				X
R4	Linguascaping the school	X			X

Table 3: Project Calendar

ID	Projects	Y1	Y2	Y3	Y4
PD1	FL Teacher Professional Dev Workshops	X	X	X	X
PD2	THRIVE Podcast		X	X	X
PD3	THRIVE Teacher Videos: Teacher2Teacher			X	
PD4	GADII/DLI Conference Hosting	X			
PD5	CARLA LTE Conference (2021)				X
CR1	World Languages Day	X	X	X	X
CR2	Global Competency Profiles	X	X		
CR3	CERCLL Conference Workshops				
A1	Global Languages Leadership Meeting	X	X	X	X
A2	Development of Infographics	X	X	X	X
A3	Family and Community Toolkit		X	X	
A4	Family and Community Workshop			X	X
A5	TED Talk Style Event at ACTFL	X			
R1	Mapping the DLI Opportunity Gap		X	X	X
R2	Computerized Assessment Battery for Chinese	X	X		
R3	Goals and Motivations of LCTL Learners	X	X		
R4	Linguascaping the school	X	X		

## **Objective 1: Professional Development**

*Increase professional development opportunities for language teachers and build communities of practice.*

### **PD1: Provide in-person professional development opportunities for foreign language**

**teachers through workshops and seminars.** CULTR will host one-day intensive

Professional Development workshops throughout the school year (three in the Fall and three in the Spring). Most topics will focus on best practices, practical applications that leverage technology for project-based learning, class management, and communication.

### **PD2: Develop a series of professional-quality podcasts on topics related to FL Teacher**

**retention, classroom effectiveness, and affective factors of the FL teacher experience.**

Building on research and workshop materials from our 2015-2016 THRIVE project (*Issues in FL Teacher Retention and Attrition*), these podcasts will feature research leaders in teacher education, retention, and motivation to discuss issues and approaches to increase teacher grit, classroom effectiveness, and offer motivation and inspiration for teachers throughout the nation. Modeled on a [StoryCorps](#) format, and with consultation with StoryCorps staff, these podcasts will offer both a professional and personal perspective on the challenges FL teachers face, as well as the issues that contribute to high rates of attrition in the FL profession. Emilie Pormen Lancaster, a former professional NPR correspondent with years of interviewing experience, retired from broadcasting in 2009 and became a public school teacher in English Language Arts and Special Education. Deeply familiar with the issues facing all teachers, Ms. Lancaster will bring her former radio correspondent experience to this project to research and expertly interview each guest. All guests will be selected and approved by the CULTR team for appropriateness to the topics and goals of the LRC. All

podcasts will be available for download from the CULTR website as well as at least one public podcast platform, such as iTunes, SoundCloud, or Overcast.

**PD3: Develop an online video recording portal for FL teachers to deliver archivable mentoring resources and create a searchable database of FL teacher experiences.**

To address the need for developing just-in-time resources for FL teachers who may need encouragement, inspiration, and a sense of community, CULTR will institute a one-button, web-based recording platform for FL teachers anywhere in the nation to create a 1-3 minute video based on a series of discussion prompts and questions. These questions will cover broad personal experiences and meaningful topics that speak directly to the issues of affect that contribute to teacher attrition. Examples are: “How do I handle difficult discussions with a student/parent/administrator?” “What I would tell my first-year teaching self?” “How do I develop professional networks?” “What keeps me motivated to stay in the profession?” Also, these videos will be tagged and indexed for easy searching and research and made publicly available through the CULTR website as a resource for all language educators, pre-service teachers, and education researchers. This project seeks to directly counteract the critical emotional factors of language teacher attrition that were identified in the teacher retention research CULTR conducted during the 2014-2018 LRC cycle, namely burnout, frustration, a lack of agency, and isolation. This grassroots project creates content that is distinct from other resources that predominantly focus on classroom methodology. This project stands out for its focus on the lived experiences and voices of teachers concerning their emotional and mental well-being.

**PD4: DLI Conference/Georgia Dual Language Immersion Institute (GADII).** CULTR will collaborate with the Georgia Department of Education in hosting the 2019 GADII on the GSU campus. Since 2014, the GADII has been the premier conference focused on language immersion education in Georgia. The primary objective of the conference is to provide meaningful professional development and networking opportunities for dual language immersion teachers and administrators. In 2019, thirteen new DLI programs will open in Georgia, including the first ever in the Savannah-Chatham area and the first Japanese-English DLI program in Georgia, bringing the total number of DLI schools to over sixty in the state. This event will feature workshops and sessions for dual language immersion teachers, English partner teachers, and DLI school administrators.

**PD5: 2021 Language Teacher Education (LTE) Conference.** CULTR will host the 12<sup>th</sup> *Biennial Language Teacher Education Conference* in Atlanta in Spring 2021. This collaboration allows CULTR to continue the efforts of CARLA, which founded the biennial conference in 1999, the only conference of its kind for professionals who educate the nation's K-16 language teachers. Offering the conference in Atlanta, one of the nation's business transportation hubs and more affordable conference cities, will make the event more accessible to language educators from all regions of the country. Because of the hosting institution's MSI designation, CULTR will add a new conference strand focusing on the vital need for language education among underrepresented students in the K-16 continuum and offer unique insights into the opportunity gap that plagues schools in many urban areas. The conference will also be a venue for disseminating LRC-funded initiatives and materials

through sessions and pre-conference workshops. To enhance the impact of the conference, the co-chairs will edit refereed conference proceedings.

## **Objective 2: Career Readiness**

*Promote language study and global skills as an integral factor of academic and career preparation for all 21<sup>st</sup>-Century students.*

**CR1: World Languages Day.** Since Fall of 2015, CULTR has hosted [World Languages Day](#), an exploratory language conference and resource fair for 9<sup>th</sup> to 12<sup>th</sup>-grade students. WLD highlights the central role of global skills—particularly language proficiency—in opening up career and service opportunities to globally-minded graduates. Through WLD, more than 3,000 students have had the opportunity to meet with leaders and more than 90 exhibitors from international commerce, social services, nonprofits, and governmental agencies with international and global connections. WLD allows students to explore answers to the questions such as how learning a second language can help future aspirations, and how languages make a difference in our society. Exhibitors have included Mercedes-Benz, United Parcel Services (UPS), Peace Corps, the CIA, the Federal Bureau of Investigation, the Centers for Disease Control and Prevention (CDC), the American Red Cross, CNN, the Social Security Administration, and the AFL-CIO. Resources for language study, including informational and motivational activities, as well as discovery stations, highlight professional opportunities through language expertise. The informational materials, Teacher Toolkit, Exhibitor Toolkit, photos, videos, and agendas will be available for reproduction and use by teachers across the nation. New in this cycle will be the development of an Organizer

Toolkit that would be available to schools and other organizations that wish to replicate the WLD model.

**CR2: Global Competency Profiles.** In this initiative, CULTR will create a series of valuable profiles of organizations that will underscore the significance of languages and global competence in all sectors of society, including commerce, hospitality, public health, security, education, and nonprofit organizations. By collecting survey data from these organizations, including the geographic location of their activities, prominent language needs, and definitions of intercultural competence specific to each organization, CULTR will produce not only one-page profiles as downloadable PDFs, but also a searchable database that can be used for research, class activities, and creation of materials. Beginning in Y3, the Instructional Technology Lead will coordinate curricular resources that can be downloaded by teachers to help them integrate the profiles into their classrooms. These resources will facilitate the exploration of questions such as why students should learn a second language if they aspire to enter a specific career, and how language skills are applicable to various fields. The infographics can also assist teachers in their personal advocacy efforts, such as providing this information to parents, principals and district administrators, as well as in efforts to raise community support for language education.

**CR3: Workshops at CERCLL Intercultural Competence Conference.** CULTR will be collaborating on the Intercultural Competence Conference organized by the Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona in the next two iterations of this event. This conference has become a central hub for discussions on intercultural competence and language teaching. It also offers pre- and post-conference workshops in which research informs practice and where educators can



receive Continuing Education hours. CERCLL's 2020 conference, titled *Internationalizing the Curriculum: The Role of Intercultural Competence*, and their 2022 conference, titled *Intercultural Learning Abroad: Pre, During, and Post Pedagogical Interventions for Deeper Student Learning and Engagement*, offers themes that integrate with CULTR's mission.

CULTR will organize a workshop at the 2020 conferences that will connect intercultural communication with career-readiness, advocacy, and questions of access to language education, and in the 2022 conference will sponsor invited speakers or workshop leaders.

### **Objective 3: Advocacy**

*Promote awareness of the national need for language education and cultivate increased support for language education and global skills preparation among parents, schools, communities, and the private sector.*

**A1: Global Languages Leadership Meeting (GLLM).** At this unique event, a diverse group of industry leaders from business, nonprofit, government, and education converge to forge collaborations that promote language learning and cultural competence for a burgeoning global workforce. Invited attendees include school leaders, legislators, representatives from government agencies, as well as businesses and NGOs with international initiatives. Participants will meet to discuss, advocate for, and promote language learning throughout the K-16 educational continuum. GLLM materials, including videos of the keynote, and reports will be posted on the CULTR website. The GLLM initiative will result in a Global Skills Profiles database, a searchable archive of industry profiles with information specific to the connection between industry success and language opportunities [See previous [GLLM resources](#).]

**A2: Development of Infographics.** To assist educators in sharing and demonstrating the benefits of language learning with fellow teachers, students, and policymakers, CULTR has begun to develop free and downloadable infographics. As a tool for teaching, learning, and advocacy, CULTR’s infographics constitute a powerful way to share information. Infographics, a visual representation of data or knowledge, have been shown to improve cognition by enhancing human’s ability to see patterns and trends. For this reason, infographics, when correctly utilized, are a compelling medium for communicating complex data quickly and clearly. In this proposal, CULTR allocates funds specifically to support increased development and dissemination of infographics. The deliverables for this project include not only the downloadable infographics but also a toolkit for teachers to assist them in integrating them into the classroom and curriculum.

**A3: Family and Community Toolkit.** During its first cycle of funding, CULTR developed toolkits to prepare event participants for the experience and offer additional resources, as well as strategies, for event-related lesson planning. While events like World Languages Day target high school students and projects like STARTALK aim to reach elementary school-age learners, this toolkit will be designed specifically for middle school students. Materials will offer families—especially those in lower socioeconomic areas or metropolitan Atlanta—strategies to advocate for the support of language programs at their schools. CULTR has been in communication with the Office of English Language Acquisition (OELA) in the U.S. Department of Education and will model the Family Toolkit on what the OELA has developed for English-language learners. The purpose of the Family Toolkit developed by CULTR is to address the opportunity gap in language education by

empowering families who lack the education, experience, or political or social capital to promote language education at their schools and in their districts. With information about careers and salaries, talking points, and strategies to determine effectiveness in language programs, families will be better equipped to advocate for a curriculum that will make all students, irrespective of race and socioeconomic status, global ready.

**A4: Family and Community Language Information Camp.** Following the [ParentCamp model established by the U.S. Department of Education](#), this initiative seeks to directly engage parents and leaders in urban communities in discussing their children’s access to language programs and global skills training, while also highlighting the many benefits of language learning for students of all ages and from all backgrounds. CULTR recognizes that parents and the broader community are vital components of the education ecosystem and seeks to empower families from lower socioeconomic backgrounds with information, data, and talking points to advocate on their children’s behalf for greater access to high-quality language education. The Family and Community Language Camp will be a free, one-day *unconference* held at a local school. The event will provide an opportunity for those within the school ecosystem—parents, teachers, students, as well as community and faith-based representatives—to expand relationships, strengthen partnerships, share, network, and learn. The Family and Community Toolkit (developed in Project A3) will be presented as a printed resource to all attendees, and serve to provide CULTR with additional feedback regarding relevance, usefulness, and design of the materials that can be collected and integrated into subsequent versions of the toolkits and camps.

**A5: TED Talk-Style Event hosted at ACTFL.** CULTR will participate in a collaborative project that will be supported by several LRCs, ACTFL, and the Language Flagship Technology Innovation Center. This collaboration results in a TED Talk-style type event in the evening of the second day of the ACTFL Conference 2019. The purpose of the event is to highlight interesting or promising intersections between language and various fields. The event will feature three to five high-profile speakers who will give concise and focused 15-minute talks. Talks will address the value of learning languages and linguistic diversity from various perspectives, such as language conservation, neuroscience, the economics of language, etc. Local media will be invited to the talks. The deliverables for this project include professional-grade recordings of the presentations which will be posted on a shared website. The recordings will not only constitute a source of information that may attract general interest and media focus to the importance of world languages but also serve as an open resource for use in world language education settings. ACTFL will provide the venue and publicity while the Language Flagship Technology Innovation Center and the NFLRC at the University of Hawai'i Mānoa will provide support for logistics, such as professional video recording, logo and slide design, event coordination, project website, etc. (For more information, please see the letter of support in Appendix C.)

#### **Objective 4: Research**

*Conduct and disseminate research on access to Dual Language Immersion and the learning, teaching, and assessment of LCTLs that can be translated into improvements in practice.*

**R1: Mapping the DLI Opportunity Gap.** CULTR will partner with the Alonzo A. Crim Center for Urban Educational Excellence in the College of Education and Human Development at GSU to create an interactive map of DLI schools and programs in the nation.

By highlighting the lack of availability of DLI programs to the most underserved communities, CULTR and the Crim Center will create data and research to inform action to address the opportunity gap. As an extension of the DLI mapping project, CULTR and the Crim Center will conduct research and create curriculum around culturally responsive DLI programming and instruction. This will anchor DLI pedagogy and teacher training in (1) what these communities already know, (2) how the students learn best, and (3) practices that address and work through the affordances of DLI theory and pedagogy. This approach will create opportunities for and with students and their communities that allow them to become more purposefully connected to today's global environment. Through this collaboration with the Crim Center, and with financial support from GSU's Office of Student Success, an interactive map of available DLI programs will allow CULTR and other researchers to explore the social and institutional structures that impede access among underserved students and families in acquiring the language ability, intercultural competence, and global mindset needed to be competitive in a global marketplace. This project will generate research through articles and conference presentations, as well as pedagogical resources for teachers and advocacy materials for families through the creation of a Family and Community Toolkit and the Family and Community Information Camp. This project may also have policy implications for both state and municipal legislatures as DLI schools are developed, proposed, and approved.

**R2: Developing a computerized assessment battery of pragmatic competence in Chinese as a second language** (*Dr. Shuai Li*). This multi-year project aims to develop and validate an assessment battery for testing L2 Chinese pragmatics for college students. Pragmatic competence is conceptualized as a multi-faceted construct encompassing pragmalinguistic

ability (e.g., speech acts, implicature, routines), sociopragmatic ability (e.g., level of formality), and discursive ability (e.g., opening, turn taking, and closing). The only published study on assessing L2 Chinese pragmatics is one by the researcher which reports on a project funded by the CULTR. Because Li's study only focused on one specific aspect of pragmatic competence, the proposed project plans to expand the scope of assessment by including additional vital pragmatic constructs (e.g., speech acts, routines, discursive ability) into a computerized assessment battery.

### **R3: Goals, Expectations, and Motivations of Collegiate Less Commonly Taught Languages**

**Learners** (*Dr. Mizuki Mazzotta*). The proposed study aims to fill a research gap by investigating the nature (i.e., needs, interests, attitudes, opinions) of college students in less commonly taught languages (LCTLs) by exploring the goals, expectations, and motivations of Chinese, Japanese, and Korean learners at multiple universities. This mixed-methods study will inform teaching strategies, course designs, and recruitment strategies of the three LCTLs programs.

### **R4: Linguascaping the school: A deep mapping project for urban linguistic landscape** (*Dr.*

*Hakyoon Lee*). This project explores how the concept of Linguistic Landscape (LL) is employed as a pedagogical tool in multilingual school contexts. This is an extension of a CULTR research project funded in 2014. To expand the scope of the project, LL will be applied to the local K-12 schools to investigate how LL promotes learners' understanding of multilingualism as well as target language in different social contexts. The study will illustrate how the concept of LL is applied to different Korean educational settings, especially in K-12. As the first geolocative language research in K-12 context in the U.S.,

this project will promote greater understanding of linguistic dynamics within foreign language education. It may also contribute to FL policy and have considerable impact on the practices and management of bilingual and multilingual education in the U.S.

### **1.3 Non-discriminatory Employment Practices**

CULTR will continue to uphold the university commitment to diversity and non-discriminatory practices inherent in our designation as state institution and both a Title III and Title IV institution. We will adhere to the official [Georgia State University policy regarding non-discrimination](#) in employment, admissions, and student activities. Advisory board and faculty representations are gender-balanced, with 70% of the LRC administration and Advisory board being female, and 60% of center researchers being female. Racial minority representation among LRC administration and researchers is 46%, and where positions are open to hiring, these positions will be open to all qualified applicants. Projects were selected without regard to identifiers of race, color, religion, gender, sexual orientation, national origin, age, disability, or veteran status. GSU facilities, including the Language Acquisition Resource Center and the CULTR suite, are equipped for appropriate access by disabled patrons, and services for all LRC participants are available through the University Office of Disability Services. All CULTR online resources and websites will be ADA compliant.

## **2. Quality of Key Personnel**

The faculty and staff who will comprise the professional core of CULTR have achieved international reputations for expertise, outreach, research, coordination, and distinction in their respective fields. They have demonstrated excellence and innovation in the advancement of



research in language education, language research, language assessment, program evaluation, instructional design and technology, technology development, and in linking languages to real-world applications, such as global human rights, economic development, and equity in educational opportunity. For more information, please review the CVs in the Appendix A.

## **2.1 CULTR Director**

**Dr. William Nichols** (*10% Calendar-Year-Effort*) has served as the Director of CULTR since 2014, and as the Chair of the Department of World Languages and Cultures since 2013. Dr. Nichols served as the President of the [Association of Departments of Foreign Languages](#) in 2017 and was also a member of that association's Executive Committee from 2015-2018. He served as WLC's Director of Graduate Studies from 2010 to 2013, during which time he worked closely with school districts throughout Georgia, as well as the GA DOE to promote graduate studies and professional development among K-12 teachers throughout the state. As department chair, Dr. Nichols continues to foster the study of world languages, especially Chinese, Korean and other LCTLs. He has established a joint degree program in International Economics and Modern Languages with a concentration in Chinese, as well as minors in Chinese and Korean. Under his direction, the department has added a Certificate of Language Ability and will soon be offering a Bachelor of Interdisciplinary Studies in Hispanic Media. He has forged collaborations with the GA DOE, the Metro Atlanta Chamber of Commerce, the Georgia Department of Economic Development, and many other partners in nonprofit as well as private industry.

## **2.2 Center Managing Director**

**Kristy Winkler** (*100% Calendar-Year-Effort*) oversees the daily operations of CULTR, including management of student workers, project management, meeting and event coordination,



dissemination of information, correspondence, scheduling, and purchasing, networking and outreach to expand CULTR's reach and create new partnerships, well as other duties as requested by the Director. In 2015, she was the recipient of the *Chevalier dans l'Ordre des Palmes académiques* (Knight in the Order of Academic Palms) from the French Ministry of Education. She received this honor for rendering service to French education and contributing to the promotion of French culture for over 15 years. Ms. Winkler served as the Education Director of the nonprofit French language school and cultural center, the Alliance Française d'Atlanta for seven years prior to joining CULTR. With over five years' experience as a K-12 foreign language teacher, Ms. Winkler brings with her a unique understanding of the challenges that face language instructors, and a dedication to intercultural education. Her extensive experience in cultural and press event coordination at the French Consulate General in Atlanta honed her organizational skills and appreciation for diplomacy.

## **2.3 Director of Communications and Data Analytics**

**David Cotter** (*100% Calendar-Year-Effort*) has served as CULTR's Technology Coordinator since 2015, during which time he has been instrumental in developing the CULTR website and digital initiatives. Mr. Cotter's primary responsibilities include maintaining and enhancing the CULTR website; integrating new technologies; leveraging insights through the use of learning analytics; developing, editing, and publishing multimedia content such as CULTR's presentations, event videos, and digital campaigns; creating and supervising the development and design of printed materials; overseeing social media development; assisting the project leaders with the technology aspects of their projects; and supervising the work of graduate student developers.

## 2.4 Instructional Technology Lead

**Patricia Nolde** (*10% Calendar-Year-Effort*) served as Associate Director of CULTR from 2014-2018, providing budget oversight, project management, curriculum development, and resource development. As a result, she has extensive knowledge and experience with all aspects of CULTR initiatives. Her new role represents not a divestment from CULTR, but an evolution that more closely aligns with both her expertise in instructional technology and curriculum development and her ongoing role as the Coordinator of the Language Acquisition Resource Center (LARC) at GSU, a position she has filled for more than 16 years. As CULTR Instructional Technology Coordinator, Ms. Nolde will direct professional development activities, including workshops and webinars, and coordinate and direct development of materials for all training modules or instruction manuals related to CULTR initiatives. As the Coordinator of the LARC, she brings experience with personnel management, technology support and maintenance, and development and implementation of technology innovations in the language curriculum. With an MA in Spanish and in the final stages of completion of a Ph.D. in Instructional Technology, she has extensive experience teaching Spanish, leading technology workshops for both faculty and students, instituting mobile learning initiatives, and designing blended instruction. She has co-authored two book chapters and published several articles on Computer Assisted Language Learning. Ms. Nolde has presented extensively at regional and national professional conferences and has led multiple workshops on mobile learning, digital authoring, gamification of language learning, and media creation.

## 2.5 Budget Manager

**Tim Jansa** (*10% Calendar-Year-Effort*). Tim Jansa has served as Business Manager for the Department of World Languages and Cultures since 2015. He manages all financial aspects of the Department's \$3.8 million budget, including payroll, procurement, account reconciliation, and budget projections. His expertise includes post-award grant management, supplier management, invoicing, and expense reporting. Mr. Jansa is currently in the process of completing a doctorate in Educational Leadership with a focus on higher education. His studies and research have granted him profound insights into the financial and organizational workings of institutions of higher education and greatly informs his management of budgets in keeping with institutional policies, procedures, and regulations.

## 2.6 External Evaluator

**Dr. Dana Bourgerie**, who served as the external evaluator for CULTR's 2017 STARTALK Program, has committed to serving as the external evaluator for CULTR during the 2018-2022 grant cycle. Dana Bourgerie is a Professor of Chinese in the Department of Asian and Near Eastern Languages at Brigham Young University. He has been a Fulbright Scholar at the Chinese University of Hong Kong, a visiting lecturer at City University of Hong Kong, and is an adjunct professor in the Overseas Education College at Nanjing University in China. He also is doing work on the assessment of advanced Chinese learners. Professor Bourgerie is a past president of the Chinese Language Teachers Association and served as the founding director of the Chinese Flagship Center at BYU since its inception in 2002 until Fall 2013. He has been the principal investigator for both STARTALK teacher and student programs (2007-2015).

## 2.7 Qualifications of Project Faculty

**Dr. Elizabeth Goulette** (Project PD3) will lead the THRIVE: Teacher2Teacher Videos project. She is a graduate of Michigan State University's renowned teacher education program, completing her B.A. in Spanish and Secondary Education in 2005. Before starting graduate school, Dr. Goulette taught middle and high school Spanish in Michigan. During her four years at Georgia State University, Dr. Goulette has taught many Foreign Language Education courses, such as foundations and foreign language teaching methods. She also supervises teacher candidates during their field experience courses (practicum and student teaching). She mentors teacher candidates through the edTPA, a high-stakes novice teacher assessment required for certification in Georgia. Dr. Goulette's teacher candidates boast an impressive 100% edTPA pass rate. In addition to teaching, Dr. Goulette maintains an active scholarly agenda. Her interdisciplinary research has three complementary foci: (1) heritage language education, (2) teacher training to meet the needs of culturally and linguistically diverse learners, and (3) the edTPA.

**Dr. Shuai Li** (Project R2) is Associate Professor and Chinese Program Coordinator in the Department of World Languages and Cultures at Georgia State University. His research interests include second language acquisition with a focus on Chinese teaching and learning, language testing and assessment, interlanguage pragmatics, and the international popularization of Chinese. He has co-edited a thematic review issue for *Chinese as a Second Language Research*, as well as a book entitled *Engaging language learners through technology integration: Theories, applications, and outcomes*. His research articles have appeared in leading applied linguistics journals as well as journals with special research focus (e.g., *Language Testing in Asia*,

*Pragmatics and Cognition, Chinese as A Second Language, Chinese as A Second Language Research, Intercultural Education).*

**Dr. Mizuki Mazzotta** (Project R3) holds a Ph.D. in applied linguistics from Georgia State University. She taught English at Soka University and Japanese language at the University of South Florida and McGill University. She is currently Lecturer and Coordinator of the Japanese Program at the Department of World Languages and Cultures at Georgia State University. Dr. Mazzotta's research interests include second language acquisition, second language writing, affect in second language learning and sociocultural theory. Her recent publications include book chapters on the critical role of Romanization in a multicultural Japan and the role of learner affect in L2 Japanese writing tutorials.

**Dr. Hakyoon Lee** (Project R4) is a lecturer in Korean in the Department of World Languages and Cultures at Georgia State University. Her research interests lie at the intersection of sociolinguistics, bilingualism and multilingualism, as well as immigrant education. With an emphasis on discourse analysis, her research focuses on understanding language learners' social interactions and their use of linguistic and cultural resources in various social contexts. Dr. Lee has led different projects funded by the Korea Foundation, Academy of Korean Studies, and STARTALK. She has published her work in *Journal of Language, Education, and Identity* and *Applied Linguistics*. Results from her geolocator linguistic landscape project, funded by CULTR, were recently published in the *International Journal of Korean Education*.

All project coordinators are faculty at GSU in either the Department of World Languages and have extensive research and practical experience in the areas of their projects and planned

participation. For more detailed information on their expertise, please see their vitae in Appendix A.

## 2.8 Personnel Time Committed to the Project

Personnel time is delineated in Table 4, below.

*Table 4 Personnel Time Committed to CULTR*

Personnel	Effort	Time Equivalent
William Nichols	10% Calendar Year Effort	1.2 person months
Kristy Winkler	100% Calendar Year Effort	12 person months
David Cotter	100% Calendar Year Effort	12 person months
Patricia Nolde	10% Calendar Year Effort	1.2 person months
Tim Jansa	10% Calendar Year Effort	1.2 person months
Elizabeth Goulette	5% Calendar Year Effort	0.6 person months
Hakyoony Lee	10% Calendar Year Effort	0.94 person months
Shuai Li	10% Calendar Year Effort	0.94 person months
Mizuki Mazzotta	10% Calendar Year Effort	0.90 person months

## 2.9 Encouraging Applications for Employment from Underrepresented Groups

The LRC will observe all of the equal access and non-discriminatory employment policies of Georgia State University, a Title III and Title V institution. Georgia State University guarantees students, scholars, and staff equitable access to its resources and for employees, equal access for advancement, without regard for race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability or Vietnam Veteran status.

### **3. Budget and Cost Effectiveness**

The leadership of CULTR created the LRC budget and activities with a keen understanding of the importance of cost-effectiveness, particularly in times of economic uncertainty. CULTR has made a concerted effort (1) not to duplicate the strengths or foci of other LRCs, (2) to collaborate with other LRCs and organizations whenever possible, and (3) to leverage GSU institutional support. Projects build on research that was initiated with the support of other funding sources. CULTR will continuously and aggressively seek to diversify funding sources by applying for additional grants to leverage DoED funds for greater effectiveness. As one of the newer LRCs, we have leveraged federal investments in LRC activities through maximized institutional support, utilization of existing infrastructure and resources at GSU, the efficiency of allocated personnel, and minimal supply costs.

#### **3.1 Cost-Effectiveness through Institutional Support**

GSU is committed to global initiatives, including expanding and supporting language education. (Please see letters of support for detailed information.) The institutional support offered for CULTR underscores the importance that GSU and the College of Arts and Sciences (CAS) place in the Center's initiatives. First and foremost, the CAS has committed to paying 50% of the salary for a full-time Managing Director for CULTR. In addition to the use of a dedicated office suite, the College of Arts and Sciences has made available to CULTR computers, office equipment, furnishings, network connections, phones, and other utilities. Additional in-kind contributions will be provided by the Center for Excellence in Teaching and Learning (CETL), chiefly through a commitment to fund 50% of the salary for a full-time Director of Communications and Data Analytics, as well as through contributed technology and

media support, video and audio editing expertise, and technology trainers for workshops.

The Office of International Initiatives (OII) and the Confucius Institute (CI) have pledged in-kind support through staff that can publicize events via social media, as well as by providing undergraduate global ambassadors that can assist with public events. Both units have pledged to assist in the promotion of CULTR activities by leveraging their respective networks, especially to drive attendance at WLD and GLLM. Both OII and CI have also pledged financial support for CULTR events. OII has committed \$2,500 per year to the Global Languages Leadership Meeting for the life of the grant while the CI has committed \$2,500 for year 1 to WLD with the possibility of renewed funding for subsequent years.

Similarly, CIBER has agreed to leverage their network to promote CULTR's activities, especially WLD and GLLM. The CIBER at GSU has also pledged financial support in the amount of \$500 per event per year.

The Vice President for Student Success has agreed to commit \$16,000 per year over the first two years to fund a team of graduate research assistants to assist CULTR with projects that focus on questions of access through the lens of data analytics, specifically the DLI Opportunity Gap Mapping project.

Finally, the University Conference Center has agreed to charge minimal room reservation rates for CULTR events. This is a significant saving over the full rate for space rental. For workshops and seminars, CULTR will use technology-enhanced classrooms and labs at no additional expense.



### **3.2 Cost-Effectiveness through Utilization of Existing Infrastructure**

CULTR draws extensively on the human, material, technological, and facility resources already available at Georgia State University. Through in-kind contributions and cooperation with other units on campus, CULTR has access to all necessary physical equipment and office resources, as well as software, networks, video conferencing, and other technology resources. Through the support of GSU's LARC, CULTR enjoys the availability of audio-visual and mobile computing resources, a smart classroom, and computer lab space. In addition, CULTR has enjoyed the benefit of professional-quality video recording support and still photography for special events such as World Languages Day and the Global Languages Leadership meeting through in-kind contributions of the Center for Excellence in Teaching and Learning.

### **3.3 Cost Savings Resulting from Personnel Efficiency**

Salary requests that appear on the budget constitute only partial support for the salaries of key personnel and administrative staff. Additional time key personnel spend on the projects they direct is included at no additional cost. Both full-time staff members (Managing Director and Director of Communication and Data Analytics) are cost-shared at 50% by GSU to minimize costs to CULTR.

Only one project faculty has requested 10% of her base salary, paid as summer supplemental compensation. Most faculty will present a workshop or institute during one summer for no additional charge, and they will present their projects at conferences and/or other LRCs without honoraria. The CULTR Director is leading several key projects, including the DLI Opportunity Gap Mapping project, without drawing extra compensation.

Several projects make judicious use of graduate and undergraduate student assistants to help

the project coordinators. These projects require assistants who are highly proficient speakers of the target language(s) of the projects, or who have other specialized skills, such as video or audio editing experience.

### **3.4 Cost-Effectiveness in Travel Expenses**

Requested funds for travel will support CULTR personnel to attend the ACTFL conference each year, and provide limited travel that supports specific CULTR projects. Conference attendance will support the dissemination of LRC materials and information. Whenever possible, meetings will be held virtually to allow for reduced travel expenses. This includes Advisory Board meetings. All airfare is calculated at economy rates, consistent with State of Georgia travel guidelines. Non-transportation expenses will be based on federal per diem rates.

### **3.5 Cost-Effectiveness in Minimal Supply Costs**

The budget includes funds to purchase supplies, publicity materials, and resources for daily LRC operation. Purchased items will be available to the CULTR personnel and project coordinators upon request. All materials created for CULTR projects will be made available for download on our website, including reports, infographics, videos, and presentations.

## 4. Evaluation Plan

In addition to completing the IRIS report and evaluating the activities defined within the PMFs (Appendix D), CULTR will conduct rigorous, continual evaluation of Center activities to ensure that all stated objectives are being met promptly and according to budget allocations. The activities and outcomes for CULTR will be evaluated formatively throughout the grant and summatively at the end of the grant period. The Advisory Board will meet virtually twice each year to review activities and provide guidance. An external evaluator will conduct in-person evaluations twice during the cycle. In Year 1, the evaluator will ascertain whether projects are well-founded and progressing as planned, as well as offer guidance and suggestions for sustained improvement. The evaluation in Year 3 will focus on the quality of CULTR products and report on the effectiveness of initiatives and outcomes. This evaluation plan includes an assessment of both processes and products and will be guided by the following questions:

1. *Were the activities implemented as planned? If not, what obstacles prevented activities in part or in whole to be carried out?*
2. *How effective were the activities in achieving the stated goals and objectives? How can effectiveness be improved?*
3. *What impact (short, medium, and long-term) did the activities have on participants?*

CULTR activities are divided into events, resources, and research, and will be evaluated regarding their progress towards completion, quality, impact, and effective use of funds, staffing and other resources. Table 5 outlines in detail the data to be collected for each project.

Table 5: Evaluation Data Collection Plan

ID	Projects	Type	Final Report	User Survey	Demo-graphic Info	Number of Downloads	Number of publications or presentations
PD1	FL Teacher Prof Dev Workshops	E	X	X	X		
PD2	THRIVE Podcast	M	X			X	
PD3	THRIVE Videos	M	X		X	X	
PD4	GADII DLI Conference	E	X	X	X		
PD4	CARLA LTE Conference	E	X	X			X
CR1	World Languages Day	E	X	X	X		
CR2	Global Competency Profiles	M	X			X	X
CR3	CERCLL Conf Workshops	E	X	X			
A1	Global Lang Leadership Mtg	E	X	X			
A2	Development of Infographics	M	X			X	X
A3	Family and Community Toolkit	M	X			X	
A4	Family/Comm Lang Info Camp	E	X	X	X		
A5	TED Talk-Style at ACTFL	M	X			X	
R1	Mapping DLI Opportunity Gap	R	X		X		X
R2	Assessment Battery for Chinese	R	X				X
R3	Goals of LCTL Learners	R	X				X
R4	Linguascaping the school	R	X				X

## 4.1 Evaluation of Events (E)

Data to be collected include the following:

1. **Brief progress reports** to be submitted by event organizers in the months and weeks preceding the event to ensure that planning is proceeding as needed.
2. **Final event reports** will be submitted after each event, detailing what went well, any problems that occurred, and suggestions for improvement.
3. **Participant surveys** will be completed by event attendees at the end of the event or shortly thereafter to collect feedback on the quality, relevance and usefulness the event.
4. **Participant information sheets** will be completed at registration so that we can collect demographic information such as number of new and returning participants, geographic

location of the participants, and languages taught by participants.

## 4.2 Evaluation of Materials (M)

Data to be collected include the following:

1. *Quarterly progress reports* will be submitted during the development phase to monitor development of materials and provide feedback to the development team as needed.
2. *Quality review of completed materials* will be conducted internally before publication on center website.
3. *User surveys* will be conducted to gather information on the quality, relevance and usefulness of materials, as appropriate. (In the case of the Parent and Community Toolkit, specific qualitative feedback on the draft of this resource will be collected during two community meetings in order to assure that parent voices are being heard and community concerns are addressed.)
4. *Number of downloads or visits to site* will be reported quarterly.

## 4.3 Evaluation of Research (R)

Data to be collected include the following:

1. *Semi-annual progress reports* will be submitted while the research is in progress.
2. *Final reports* will be published on the center website and will be submitted when the research is complete.
3. *Publications, conference presentations, and grant applications* will be counted as part of the evaluation.
4. *Number of citations of published works* will be tracked through Google Scholar
5. *Number of downloads of final reports* will be counted.

## **4.4 Evaluation Reports**

The staff of the Center will produce and submit annual reports to the external Advisory Board and external evaluator before the annual board meeting. Finalized annual reports will be made available on the Center website.

## **4.5 External Evaluator**

Dr. Dana Bourgerie will serve as the external evaluator. The external evaluator's role will be as follows:

- (a) Help to define outcomes and measures;
- (b) Develop procedures and instruments for data collection;
- (c) Develop rubrics to evaluate the center activities, both regarding their effectiveness and impact, as well as the efficient use of resources to achieve goals;
- (d) Read and provide feedback on annual reports;
- (e) Attend semi-annual virtual Advisory Board meetings;
- (f) Provide two written reports summarizing findings and making recommendations for continuous quality improvement for CULTR initiatives, processes, and center management.

The external evaluator's annual report will be included with the Center's annual report to all key stakeholders.

## **5. Adequacy of Resources**

### **5.1 Facilities**

In its ongoing support for CULTR, the College of Arts and Sciences has provided multiple offices for CULTR adjacent to the Department of World Languages and Cultures and the Global Studies Institute in the newly-renovated 25 Park Place Building. This location affords CULTR to be in close relationships with the Department of Applied Linguistics and within two blocks of both the College of Education and the Robinson College of Business, which houses GSU's CIBER. The proximity to all collaborating units offers access to nationally recognized research faculty and places CULTR at the center of research, international initiatives in the university, as well as in outreach to the global education and business sectors in the Southeast.

In addition to office spaces, CULTR has access through WLC to several small meeting spaces, a technology-equipped 20-person seminar room, and a 40-person conference room equipped with state-of-the-art web conferencing A/V equipment which can be used for remote event participation and archived recordings of CULTR events and workshops. Furthermore, CULTR has use of the LARC, GSU's language learning support center, which currently provides technology and computing resources, language tutoring, skills training, social gathering spaces, and international and cultural resources to the 10,000 students enrolled in language study each year at GSU.

Conference facilities, including accommodations, are available on campus and can be reserved for larger events such as World Languages Day, Global Languages Leadership Meeting, the GADII/DLI Conference, and others. The University Student Center features the Capital Ballroom, a Speakers Auditorium, and over a dozen meeting spaces. Conference housing at

GSU has accommodations for over 3,000 participants and includes linen service, Wi-Fi, and transportation to meeting spaces. Classroom spaces, seminar rooms, and video conferencing suites are available for special events.

## **5.2 Equipment and Supplies**

All graduate and undergraduate assistants, administrators, and professional staff located within CULTR will be provided with personal workstations (Mac and/or PC as requested), telephones, and campus e-mail and network accounts. They will also have access within the CULTR suite to fax, as well as a networked printer/copier/scanner. CULTR personnel will also have access to a wide variety of state-of-the-art technology resources provided by the LARC. These include student workstations, a portable green-screen recording toolkit, a media production suite for the recording and editing of digital multimedia resources, 140 iPads with two sync carts, 20 Dell laptop computers, 15 Mac Airs, 15 digital projectors, 10 Canon video cameras, and a selection of HD recording equipment. The LARC also maintains smart classroom resources and equipment that are ideal for workshops, seminars, video conferencing, and smart presentations.

Other GSU campus resources that are available to support CULTR activities include 25 classrooms equipped with student workstations, 115 classrooms with instructor workstations, and the Center for Excellence in Teaching and Learning (CETL), a training and resource center for expert instructional design and technology inclusion available to staff and faculty at GSU. In addition, CETL has offered to collaborate on workshops and seminars and provide space and/or qualified technology trainers. Through the support of CETL, WLC, LARC, and CAS, CULTR will have access to technology equipment, spaces, resources, and expertise needed to accomplish the goals of the center.



## **6. Need and Potential Impact**

### **6.1 Need**

Monolingualism has been called the “illiteracy of the twenty-first century” (Roberts, Leite, & Wade, 2017, p. 116). As a public institution and a Title III and Title V minority-serving institution (see Appendix C), Georgia State University serves the interest of the public good and its increasingly diverse communities of students, parents, families, and educators along the entire K-16 educational spectrum. We recognize that many underserved communities have suffered from a pervasive gap of opportunity to advance socially and intellectually (Carter & Welner, 2013). The mission of CULTR is, therefore, to bring attention to the opportunity gaps in language education that impose social and institutional obstacles to students’ future success as global citizens. Throughout its various initiatives that include professional development for language educators, community outreach, research projects, and more, CULTR focuses on issues of access and advocacy. CULTR’s activities, projects, and products help to build communities of practice for language and intercultural training and aim to counteract the dominance of STEM in educational administration and public discourse alike.

Today’s educational institutions and its teachers empower their students to be better prepared for life and work in a globalized society and workplace (Rumbley, Altbach, & Reisberg, 2012; Soria & Troisi, 2014; Yeaton, Garcia, Soria, & Huerta, 2017). It is, therefore, in the best interest of academic and vocational post-secondary institutions alike to provide the tools, skills, and knowledge that enable students to interact in a meaningful intercultural dialogue. However, they need support beyond what their districts can offer, such as the resources an LRC is best-equipped to provide.

Because most of today's problems cannot be solved unilaterally and require a global mindset and related functional competencies, today's graduates require the "knowledge about several dimensions of global and international cultures; appreciation of cultural, racial, and ethnic diversity; understanding of complexities of issues in a global context; and comfort in working with people from other cultures" (Soria & Troisi, 2014, p. 262). The National Education Association (NEA) lists not only international awareness and an appreciation of cultural diversity but also proficiency in world languages as central skills for life in the 21st century. Developing proficiency in another language affords learners an opportunity to (1) gain an insider's perspective toward target cultures' traditions, customs, beliefs, and ways of behaving; (2) expand their worldviews; (3) build intercultural sensitivity toward alternate perspectives and cultural differences; and (4) strengthen, as well as expand their identity as a global citizens (Byram, 1997; Noels, Pelletier, Clément, & Vallerand, 2003; Norton, 2006; Risager, 2006, 2015). Research has demonstrated the impact of language learning on the cognitive development and subsequent academic performance of multilingual students. The proliferation of programs such as Dual Language Immersion (DLI) has been shown to accelerate academic growth and narrow performance gaps on standardized tests such as the National Assessment of Educational Progress (NAEP) (Kieffer & Thompson, 2018). To this end, the American Council for the Teaching of Foreign Languages (ACTFL) aims to expose learners at all levels to a "curriculum with richness and depth [and] provide a broad range of communicative experiences and content knowledge" (p. 11) to support the development of communication strategies and "the knowledge, skills, and attitudes they will need as citizens and workers in a rapidly changing and globalized world" (Green & Schoenberg, 2006, p. iii) In sum, fostering global literacy in students in the twenty-first century means preparing them to "recognize global interdependence, be capable of working

in various environments, and accept responsibility for world citizenship" (Spaulding, Mauch, & Lin, 2001, p. 190).

Today's business leaders demand linguistically and culturally astute employees who possess not only a specialized skill set for the job but also critical thinking skills, a broad and diverse worldview, and working knowledge of a least one language other than English (American Academy of Arts & Sciences, 2013, 2016; Joint National Committee for Languages, 2015). This is evident in the growing number of job postings explicitly seeking bilingual candidates (American Academy of Arts & Sciences, 2017). However, in addition to showing a "demonstrated capacity to think critically, communicate clearly, and solve problems complex problems" (Hart Research Associates, 2013, p. 22), employers also seek intercultural skills and global knowledge amongst their applicants. Thriving K-16 language programs, therefore, have the power to provide graduates with growth opportunities and a mental toolkit not only highly sought-after in today's job market (Jones, 2013; Rizvi, 2017) but essential to building capacity among underserved communities where access to such opportunities is often not ensured.

A central pillar of CULTR's mission is to support teachers in culturally responsive instructional practices, in particular through DLI programs. Such pedagogical approaches can help to counteract pervasive power imbalances manifest in social class distinctions, socioeconomic status, and linguistic abilities in both classrooms and the surrounding communities. Addressing inequities in the student-parent-teacher ecosystem can provide students from traditionally marginalized communities with greater cultural and social capital, as well as better access to social mobility and professional growth opportunities.

CULTR understands that achieving these goals requires concerted efforts that incorporate teacher professional development; advocacy for language programs at the school, district, state,

and national levels; opening career opportunities for our students, especially those from often-marginalized minority groups and low socioeconomic status; and research to lend both theoretical and empirical support to these initiatives. In this respect, the proposed activities contribute significantly to strengthening, expanding, and improving programs of world language study in the United States by enhancing access to language learning, helping to close the opportunity gap for marginalized communities, and increase the economic impact of multilingual speakers. Therefore, equitable access to quality language education is in the national interest to the United States, not only to remain internationally competitive but also to ensure and maintain and thriving democracy. (All cited references can be found [here](#).)

## **6.2 Potential Impact**

As a Title VI National Foreign Language Resource Center located at an urban MSI, CULTR will continue to have a clear and immediate impact at the local, state, regional, and national levels. CULTR has established four primary objectives that will address issues of teacher retention and development, strengthen language study in the U.S., and serve as a model foreign language education in urban environments by advocating for equitable access for underrepresented students. Through the development of projects, the organization of activities, the dissemination of materials and research, an emphasis on LCTLs and collaboration with regional and national organizations, CULTR will improve the nation's capacity for teaching and learning world languages effectively by creating and sustaining a network of support that fosters communication between teachers, families, researchers, and policymakers. Through collaborations with policymakers, private industry, and public educators at the local, regional, and national levels, as well as with GSU's existing Title VI CIBER at GSU, CULTR

has a proven track record of serving as a model for foreign language education and teacher preparation for urban environments across the nation. It continually seeks to open new pathways for underrepresented students (high financial need, first generation, and ethnic and racial minorities) that may lead to diverse employment opportunities in a broad range of career fields. CULTR's activities have drawn national attention from organizations such as the American Councils for International Education, the Joint National Committee for Languages, the Association of Departments of Foreign Languages at the Modern Language Association of America, ACTFL, as well as other NFLRCs and universities across the United States. Many of these organizations have provided letters of endorsement in support of this application or are represented on CULTR's National Advisory Board.

All of CULTR's initiatives generate relevant resources and research that directly address current demographic and societal trends such as the growing impact of communities where LCTLs are practiced. These research products and resources will be distributed nationwide and will have the potential to steer public discourse concerning equitable access to a global education, thereby impacting policy decisions. Drawing from a national pool of contributors, resources are made publicly accessible online, both through the CULTR website and various language-specific websites, discussion groups, and social networks. Through the creation of infographics, maps, podcasts, and videos, as well as published academic research, the materials generated through CULTR initiatives will be easily accessible and readily available.

Because CULTR's central mission is to build communities of students, teachers, and families by asserting the vital importance of language education for all students, regardless of race or socioeconomic status, all initiatives, events, and projects undertaken by CULTR follow our

principal objectives that embody and are informed by CULTR's core values: *Access, Advocacy, Outreach, and Research*.

### **6.2.1 Impacts through Objective 1: Professional Development**

CULTR recognizes the need for language educators to fight a pervading sense of isolation through the support of a community network. The Center's professional development initiatives will foster communities of practice among foreign language teachers not only in the Atlanta area but nation-wide. In-person and virtual workshops, as well as the International Language Teacher Education Conferences 2019 (in Minneapolis) and 2021 (in Atlanta), will increase the number and scope of professional development opportunities for teachers in the Southeast and beyond. Through the video and podcast projects, CULTR seeks to offer teachers a forum that gives voice to their experiences and allows them to connect with each other. As a result, CULTR aims to address the high attrition rates among foreign language teachers by reinforcing best practices in language instruction and assessment and by creating a community of support among teachers.

### **6.2.2 Impacts through Objective 2: Career Readiness**

Another primary role of CULTR will be to promote language learning on a regional and national scale with the express goal of fostering academic and career readiness among all K-16 students and change perceptions among students and their parents, teachers, administrators, and policymakers concerning the value of language education. For example, through CULTR's annual World Languages Day, high school and college students engage with employers from a wide range of career fields, participate in workshops, and listen to speakers to learn about the professional benefits of continuing their language study to create a roadmap to career success. This successful event is unique among higher education institutions and has drawn the attention

of other universities as well as national organizations for possible replication. The Global Competency Profile database will offer a searchable repository about the career benefits of language study in various career pathways (travel, public health, hospitality, national security, non-profit, etc.) through the lens of specific organizations. Such profiles may be used by language teachers nationwide for student recruitment as well as tools for advocacy to distribute to parents and administrators in defense of the relevance of their subjects.

### **6.2.3 Impacts through Objective 3: Advocacy**

Through the annual Global Languages Leadership Meeting (GLLM), CULTR has created another unique and successful experience that brings together policymakers, business leaders, nonprofit organizations, government agencies, consulates, bi-national chambers of commerce, and language educators to strategize collaborations to advocate for language education throughout the K-16 continuum. This event has drawn national attention with representatives from national organizations regularly attending the event. To advocate for the national need for strong language education, especially among the most underserved populations, CULTR will continue to leverage its collaborations with the business community along with its extensive K-12 network to heighten the visibility of language education in hopes of affecting language policy at all levels.

CULTR's infographics—already the most downloaded resource—in combination with the Family Toolkit and subsequent Family Language Camps will provide families from lower socioeconomic sectors with the knowledge and vocabulary to impress upon administrators and policymakers the need for language education at their schools. The toolkit, as well as the information for the language camps, will be available for free download, to a national audience.



#### **6.2.4 Impacts through Objective 4: Research**

With the proliferation of DLI throughout the U.S. and increasing attention to the successes of such programs in improving academic achievement, CULTR seeks to illustrate access both to DLI and language education in general through the creation of an interactive online map. By mapping accessibility to contemporary language programs, CULTR aims to bring into unique focus the lack of access to high-quality language education and the concurrent opportunity gap affecting many students. This project will generate resources, as well as research, and result in the creation of a national map of language education.

Because many models of foreign language pedagogy are based on European languages, fewer resources (materials, tests, etc.) are available for LCTLs. To address this shortage, CULTR will continue to conduct new and expand current research to address the needs of LCTLs, particularly Korean, Japanese, and Chinese. Through the research on the motivation of students in LCTLs, CULTR will advance the understanding among practitioners nation-wide of how to increase enrollment in their programs and adapt their curricula to the interests and needs of students, and produce resources that may be incorporated into the teaching of educators across the United States.



## **7. Likelihood of Achieving Results**

As one of the newer LRCs, CULTR has demonstrated the ability to achieve meaningful results through a keen understanding that our success hinges on planning projects that leverage the existing strengths of our host institution, Georgia State University. First and foremost, CULTR personnel were carefully chosen based on a wealth of experiences in all facets of our LRC: leadership, center outreach, and collaborative relationships (Nichols); learning technology design and adoption and language curriculum support (Nolde); project management and event coordination (Winkler); and communication technology expertise, including web design and social media (Cotter). For example, CULTR successfully hosted the 2009 Conference of the International Association for Language Learning Technology and will draw on that experience when planning events and conferences in this project. CULTR has already established working relationships with GSU's conference facilities, catering, room reservations, and housing offices necessary to run the logistics required for the special events we have proposed.

GSU is fully committed to supporting global initiatives, with Globalization and International Activities forming a pillar of the Strategic Plan for the University, as well as both COAS and COEHD. Within the COAS, the activities of the Global Studies Institute (GSI) infuse global awareness and global competence throughout the undergraduate curriculum and is a home for internationally focused and multidisciplinary collaborative research groups that involve faculty and students. The GSI supports CULTR through sponsorship of World Languages Day, as well as through shared support services, and will provide a venue for hosting collaborations with external partners, international visitors, scholars in residence, and dignitaries. These partnerships

allow faculty, students, and staff to participate in a full range of activities and experiences, including joint research, teaching exchanges, student and faculty exchanges, and study abroad. To further ensure the success of CULTR, we have identified and partnered with multiple offices on campus that complement the vision of the LRC leadership with specific expertise (for example, the Office of Academic Technology, the CETL, the [Alonso A. Crim Center for Urban Educational Excellence](#), the [Confucius Institute](#), and the [CIBER](#)), as well as academic departments such as the Department of Computer Science, the Learning Technologies Division, and the Department of Middle-Secondary Education.

In selecting and inviting participants to our Advisory Board, we have assembled experts in areas that are most critical to the goals of the LRC, including Paul Sandrock (Director of Education, ACTFL), William Rivers (Executive Director of JNCL-NCLIS), and Sangeetha Gopalakrishnan (President of IALLT and Director of Foreign Language Technology at Wayne State University). Our Local and Regional Advisory Board includes leaders in K-12 foreign language education, as well as higher education language technology directors. This approach will ensure that initiatives and outreach are not only effectively targeted to the communities we aim to serve, but that communication is efficient, dissemination to critical audiences is streamlined, and objectives are aligned with the immediate needs of FL teachers and learners. The combined strengths of this Advisory Board informs our practice and guarantees that the goals and vision of CULTR are not only attainable in the near future but continue to be relevant and valuable to language education in our nation. A table of Advisory Board members appears in Table 6 below.

*Table 6: Members of the CULTR Advisory Board*

<b>National Advisory Board</b>		
Mr. Paul Sandroek	Director of Education	ACTFL
Dr. William Rivers	Executive Director	JNCL-NCLIS
Dr. Marc L. Greenberg	Director of the School of Languages, Literatures & Cultures	University of Kansas
Dr. Sangeetha Gopalakrishnan	Director, FL Technology Center	Wayne State University
Mr. Gregg Roberts	Director of Dual Language Studies	American Councils for International Education
Dr. Dennis Looney	Director of Programs & ADFL	Modern Language Association
<b>Local and Regional Advisory Board</b>		
Dr. Brian Williams	Director	Georgia State University - CRIM Center
Mr. Patrick Wallace	Program Specialist: World Languages & Workforce Initiatives	Georgia Department of Education
Dr. Jon Valentine	Director of Foreign Languages	Gwinnett County Schools
Dr. Julian Allen	Senior Director of Academic Technology	Georgia State University - CETL
Ms. Stacey Powell	Director, FL Multimedia Center	Auburn University
Mr. David Jahner	Executive Director; Curriculum & Content Director	SCOLT; The College Board - AP World Languages
Dr. Tamer Cavusgil	Executive Director	Georgia State University - CIBER
Dr. Wolfgang Schlör	Associate Provost for International Initiatives	Georgia State University - OII
Dr. Brendan Calandra	Associate Professor, Learning Technologies	Georgia State University - COEHD

## 8. Description of Final Form of Results

The final form of products and services resulting from CULTR activities will take multiple forms, including (a) online and electronic resources; (b) electronic and print publications, including articles; (c) presentations and summer institutes, and (d) public events. The materials generated by most projects will be available in multiple formats or will produce multiple results. Whenever possible, all products and activities will be accessible electronically through the CULTR website and the websites of associated or relevant organizations. Key conference speakers, webinars, and workshops will be made available through video classroom capture and streaming, archived on the CULTR website. CULTR products and artifacts to be captured and disseminated include:

- a) *Online and electronic resources:* THRIVE Podcast (PD2), THRIVE Videos (PD3), World Languages Day (CR1), Global Competency Profiles (CR2), TED Talk-Style Event at ACTFL (A5), Global Languages Leadership Meeting (A1), Infographics (A2), Family and Community Toolkit (A3), Mapping the DLI Opportunity Gap (R1), Linguascaping the School (R4)
- b) *Print publications, including articles:* Global Competency Profiles (CR2), Infographics (A2), Family and Community Toolkit (A3), Mapping the DLI Opportunity Gap (R1), Computerized Assessment Battery for Chinese (R2), Goals and Motivations of LCTL Learners (R3), Linguascaping the School (R4)
- c) *Presentations and workshops:* Professional Development Workshops (PD1), LTE Conference (PD4), CERCLL ICC Workshops (CR3), TED Talk-Style Event at ACTFL (A5), Mapping the DLI Opportunity Gap (R1), Computerized Assessment Battery for Chinese (R2), Goals and Motivations of LCTL Learners (R3), Linguascaping the School (R4)
- d) *Public events:* GADII DLI Conference (PD4), World Languages Day (CR1), Global Languages Leadership Meeting (A1), Family and Community Language Info Camp (A4)

## 9. Competitive Priorities

CULTR will meet the priorities established for the grant competition, as outlined in the Notice, as follows:

### 9.1 Competitive Priority 1

*Applications that propose activities with a significant focus on the teaching and learning of less commonly taught languages.*

As outlined in the Plan of Center Operations, a number of our projects focus on LCTLs, in particular, research on assessment in Chinese (R2), the goals and motivations of LCTL learners (R3), and linguascaping the School (R4). In addition, CULTR's participation in DLI projects and GADII (which includes DLI instruction in Japanese, Arabic, Chinese, Japanese and Korean) highlights our commitment to supporting the expansion of LCTL offerings through DLI. Our professional development workshops, toolkits, curricular guides for Global Competency Profiles, and infographics are non-language specific and will be beneficial and applicable to all languages, including LCTLs.

### 9.2 Competitive Priority 2

*Applications That Propose Significant and Sustained Collaborative Activities with One or More Minority-Serving Institutions (MSIs) or Community Colleges.*

With both a [Title III \(Predominantly Black Institution\)](#) and a [Title V \(Hispanic Serving Institution\)](#) designation, GSU is one of the nation's most recognized Minority-Serving Institutions (MSI). GSU has received national recognition for serving underrepresented groups, including first-generation college students. The intra-campus collaborations proposed in this application including partnership with the [Alonzo A. Crim Center for Urban Educational](#)

Excellence in the College of Education and Human Development. The support from the Office of Student Success further demonstrates our commitment to reaching a diverse population of underrepresented students at every tier of the educational system that spans K-12, community colleges, universities. The projects proposed in this LRC application underscore our unique understanding of the challenges and urgency in promoting diversity and equitable access to language education among all urban populations.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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GEORGIA STATE UNIVERSITY

**GEORGIA STATE UNIVERSITY CENTER FOR  
URBAN LANGUAGE TEACHING AND  
RESEARCH**

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LRC Proposal Submission for CFDA NUMBER 84.229A

PI William J. Nichols

**APPENDIX A**

**Curriculum Vitae**



## **Appendix A: Curriculum Vitae**

### **CV's of Core Personnel**

Dr. William Nichols, Director

Kristy Winkler, Managing Director

David Cotter, Director of Communications and Data Analytics

Patricia Nolde, Instructional Technology Lead

Tim Jansa, Budget Manager

### **CVs of Project Coordinators**

Dr. Elizabeth Goulette, Lecturer, World Languages & Cultures, Georgia State University

Dr. Shuai Li, Associate Professor, World Languages & Cultures, Georgia State University

Dr. Mizuki Mazzota, Lecturer, World Languages & Cultures, Georgia State University

Dr. Hakyoon Lee, Lecturer, World Languages & Cultures, Georgia State University

To view the curriculum vitae for the members of CULTR's Advisory Boards, please consult the following website: <http://www.cas.gsu.edu/cultr.html>.

**WILLIAM J. NICHOLS, Ph.D.**  
**Associate Professor of Spanish**  
**Department of World Languages & Cultures**

**Curriculum Vitae**  
*(Updated on October 15, 2017)*

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**Education**

Ph.D.	Michigan State University	1999	Spanish
M.A.	University of Notre Dame	1993	Spanish
B.A.	University of Notre Dame, Magna Cum Laude	1992	Anthropology/Spanish

**Professional Experience**

Chair, WLC	Georgia State University	2014-present
Director, CULTR	Georgia State University	2014-present
Interim Chair, WLC	Georgia State University	2013-2014
Center for Instructional Innovation--Assoc. Dir.		
for Graduate Student Mentoring	Georgia State University	2012-2013
Director of Graduate Studies, MCL	Georgia State University	2010-
2013		
Associate Professor of Spanish	Georgia State University	2010-present
Assistant Professor of Spanish	Georgia State University	2004-2010
Assistant Professor of Spanish	Texas A&M International University	1999-
2004		

**Non-GSU Leadership and Service Offices**

- ADFL Executive Committee 2015-18
  - ADFL President 2017-18
- Member, LRC Council of Directors 2014-present.

**Sponsored External Awards**

- Department of Education Title VI Language Resource Center Grant to establish CULTR (Center for Urban Language Teaching and Research), \$800,000. (Awarded, 2014-18, PI)
- STARTALK, “Learning Chinese, Korean, and Portuguese in Atlanta,” 2017, \$111,675, PI.

## **Research and Teaching Interests**

- Twentieth and Twenty-first Century Spanish Peninsular Literature, History and Culture
- Film Studies, Urban Studies, Popular Culture and Detective Fiction
- Comparative and Transatlantic Approaches to Hispanic Literature and Culture

## **SCHOLARLY PRACTICE**

### **Publications:**

#### **Books**

- *Toward a Cultural Archive of La Movida: Back to the Future*, eds. William Nichols and H. Rosi Song. Madison and Teaneck, NJ: Fairleigh Dickinson UP, 2014.
  - Presentation of *Toward a Cultural Archive of La Movida: Back to the Future* at the Biblioteca Nacional de España in Madrid, Spain, September 5, 2014. (<http://www.bne.es/es/Actividades/2014/Septiembre/ArchivoCulturalMovida.html>), Video recording: <http://youtu.be/TQW4gARrOBU>
- *Transatlantic Mysteries: Crime, Culture and Capital in the ‘Noir’ Novels of Paco Ignacio Taibo II and Manuel Vázquez Montalbán*. Lewisburg, PA: Bucknell UP, 2011.
- *Construction and Consumption in Spain: Culture and Tourbanism from Torremolinos to Benidorm* (In progress)

#### **Articles and Book Chapters**

- “The Medium is the Monster: Metadiscourse and the Horrors of post-11 M Spain in the [REC] Tetralogy.” *Tracing the Borders of Spanish Horror Cinema and Television*. Ed. Jorge Marí. New York and London: Routledge, 2017: 190-211.
- “Geography of Capital: Torremolinos, Modernity and the Art of Consumption in Spanish Film.” *Toward a Multicultural Configuration of Spain: Local Cities, Global Spaces*. Eds. Ana Corbalán and Ellen Mayock. Teaneck, NJ: Fairleigh Dickinson University Press, 2014. 165-77.
- “El precio del progreso: El capitalismo americano y la cultura corporativa en el cine español,” *Ventanas sobre el Atlántico: España y los EE.UU. durante el postfranquismo (1975-2005)*. Eds. Jordi Marí and Carlos Ardavín Trabanco. Publicaciones de la Universitat de València, 2011: 117-30.
- “From Counter-culture to National Heritage: *La Movida* in the Museum and the Institutionalization of Irreverence.” *Arizona Journal of Hispanic Cultural Studies* 13, (2009): 113-126. [Reprinted in *Toward a Cultural Archive of the Movida: Back to the Future*]

- “Selling Out Spain: Screening capital and culture in *Airbag* (1997) and *Smoking Room* (2002),” In *Contemporary Spanish Cinema and Genre*, eds. Vicente Rodríguez Ortega and Jay Beck. Manchester: Manchester UP, 2008. 133-53.
- “A la sombra de la Torre Mapfre: Leyendo la Barcelona del fin del milenio en *El hombre de mi vida*.” *Manuel Vázquez Montalbán: El compromiso con la memoria*. Ed. José F. Colmeiro. London: Tàmesis, 2007. 185-196.
- “Enigmas y Aporías: Leyendo las pistas en *La muerte del Decano* (1992),” *Tabla Redonda: Anuario de Estudios Torrentinos*. 5 (2007): 53-66.
- “La narración oral, la escritura, y ‘los lieux de mémoire’ en *El lápiz del carpintero* de Manuel Rivas.” *Lugares de memoria de la Guerra Civil y el franquismo: Representaciones literarias y visuales*. Ed. Ulrich Winter. Madrid and Frankfurt: Iberoamericana and Verveut, 2006. 155-76.
- “Savoring the Past: Collective Amnesia, Consumer Culture and Gastronomic Memory in Vázquez Montalbán’s Carvalho Series,” *The Journal for the Study of Food and Society (JSFS)*, 6.2 (Winter 2003): 57-63.
- “Nostalgia, novela negra y la recuperación del pasado en Paco Ignacio Taibo II,” *Revista de Literatura Mexicana Contemporánea*, Trans. Lluvia Gómez and Richard Ford, Año VI, No. 13, pp. 96-103. 2001.
- “El cuestionamiento ontológico de *Invitación a la muerte* de Xavier Villaurrutia.” *Tropos*, vol. 21, Spring 1995, 27-35.
- “At the Crossroads: Learning to Speak the (Foreign) Language of Higher Education Leadership,” co-written with Tim Jansa. (Under Review)

### **Introductions**

- “Introducción: Hacia una definición de *negra*,” for “Crimen, Cadáveres, y Cultura: Siguiendo las pistas de la novela negra,” a special issue of the *Revista Iberoamericana* LXXVI.231 (April-June 2010): 295-303.
- “Introduction: “El futuro ya estuvo aquí.” Co-written with H. Rosi Song, *Arizona Journal of Hispanic Cultural Studies* 13 (2009): 105-11.

### **Conference Proceedings**

- “Memoria versus Amnesia: Preservación del pasado en el ciclo de Carvalho de Vázquez Montalbán,” *Fronteras finiseculares en la literatura del mundo hispánico (XVI Simposio Internacional de Literatura)*. Vicente Granados Palomares, Ed., 239-44, Educación Nacional de Educación a Distancia, 2000.
- “Private Eyes, Postmodernism and the PRI: Truth and the Legacy of 1968 in Paco Ignacio Taibo II.” *Proceedings of the Ninth Annual Symposium on Hispanic and Luso-Brazilian Literature, Language and Culture*, 1999, 77-82.

### **Encyclopedia Entries**

- “Spain” in *The Greenwood Encyclopedia of World Folklore* vol. 3, William M. Clements and Thomas A. Green, eds. Westport, CT and London: Greenwood Press, 2006. 177-89.

- “Paco Ignacio Taibo II: Founder of the Mexican ‘Neo-policíaco’ Novel” in *Latin American Detective Fiction Writers: A Bio-Bibliographical Sourcebook*. Westport Connecticut & London: Greenwood Publishing Group, Inc., 2004. 179-86.

### **Interviews**

- “Siguiendo las pistas de la novela negra con Mempo Giardinelli.” *Revista Iberoamericana* LXXVI.231 (April-June 2010): 495-503.
- “Sifting through the Ashes: An Interview with Rafael Chirbes.” *Arizona Journal of Hispanic Cultural Studies*, 12 (2008): 219-35.
- “A Quemarropa con Manuel Vázquez Montalbán y Paco Ignacio Taibo II.” *Arizona Journal of Hispanic Cultural Studies*, 2.1 (1998) 197-231.

### **Volumes Edited**

- “Crimen, Cadáveres, y Cultura: Siguiendo las pistas de la novela negra,” special issue of the *Revista Iberoamericana* LXXVI.231 (April-June 2010).
- “Beyond Madrid: Revisiting the Cultural Archives of *La Movida*,” co-edited special section for the *Arizona Journal of Hispanic Cultural Studies* 13 (2009).

### **Book Reviews**

- Encarnación, Omar. *Democracy without Justice in Spain: The Politics of Forgetting*. Philadelphia: U of Pennsylvania P, 2014. Review in *Human Rights Quarterly* 38.3 (2016): 838-841.
- Brenneis, Sara J. *Genre Fusion: A New Approach to History, Fiction, and Memory in Contemporary Spain*. West Lafayette, IN: Purdue University Press, 2014. Review in *Revista Canadiense de Estudios Hispánicos* 39.2 (2015): 512-514.
- Merino, Eloy and Song, H. Rosi. *Traces of Contamination: Unearthing the Francoist Legacy in Contemporary Spanish Discourse*. Lewisburg, PA: Bucknell UP, 2005. Review in *Symposium* 62.1 (2008): 56-58.
- Moreiras Menor, Cristina. *Cultura Herida: Literatura y cine en la España democrática*. Madrid: Ediciones Libertarias, 2002. Review in *Revista Canadiense de Estudios Hispánicos*. 29.2 (2005): 443-46
- Folkart, Jessica A. *Angles on Otherness in Post-Franco Spain: The Fiction of Cristina Fernández Cubas*. Lewisburg, PA: Bucknell UP, 2002. Review in *Arizona Journal of Hispanic Cultural Studies* 7 (2003): 25-26.

### **Translations**

- Calveiro, Pilar. “Torture’s New Methods and Meanings.” In *On Torture*. ed. Tom Hilde. Trans. William Nichols and Tom Hilde. Baltimore: The Johns Hopkins UP, 2008. 115-32.

### **Ongoing Research**

- “Memories of Development: Questioning the Narrative of Spain’s *Transición* in the Novels of Rafael Chirbes” (article)
- “Mourning and Monuments: Narratives of Silence in the Memorials of New York and Madrid” (article)
- “Sign of the Times: 23-F and the Discreet Charm of the Mediated Image” (Article)

### **Invited Presentations**

- “At the Crossroads: The Future of Language Programs in the Age of the Neoliberal University,” Center for Second Language Studies Faculty Orientation, Vanderbilt University, August 22, 2017. (Keynote) (url: <https://youtu.be/lhIEbJA8pDo>)
- “Cultural Constructions: Urban Space, Tourism, and the Global Gaze in Santiago de Compostela and Torremolinos,” University of California, Santa Barbara, March 5, 2017
- “The Body in (the) Transition: Gender, Space, and Tourism in Spanish Film,” University of Kansas, August 31, 2016
- Invited Speaker, CIBER Workshop on Globalization, Clayton State University, “Culture and Its Implications,” October 30, 2015.
- Invited speaker for FLAGS (Foreign Language Association of Graduate Students) MCL Graduation Ceremony, May 9, 2014.
- Invited speaker for graduation ceremony for MCL Translation and Interpretation Graduate Certificate Program, May 2, 2014.
- “Blurred Borders: Transnational Themes in Recent Spanish and Latin American Film,” Latin American Media: Distortions and Resistance, Center for Latin American and Latino Studies Symposium, Georgia State University, Atlanta, GA April 1, 2009.
- “From *el Caudillo* to *el Calentito*: Images of the *Transición* in Recent Spanish Film.” Constitutional Spain: Democracy and Culture, 1978-2008, University of California-Santa Barbara, February 27, 2009.
- “Mean Streets South of the Border: The Noir Poetic in Latin America,” Adding Spice to a Classic Genre: US Latina/o Detective Fiction in its Larger Context, University of Maryland, College Park, MD, September 28, 2006.
- “Sutured Texts and Amputated Narratives: Reconstructing the past in recent Spanish novel and film,” Franco’s Mass Graves: An Interdisciplinary International Investigation, University of Notre Dame, Notre Dame, IN, October 28-29, 2005.
- “Crímenes contra la cultura: Simulacros, falsas pistas, y anti-imperialismo en la ‘novela negra’ de Paco Ignacio Taibo II y Manuel Vázquez Montalbán,” University of Pittsburgh, Pittsburgh, PA, February 10, 2004.
- “Sleuths, Spies, and Simulacra: Crime and Capital in Manuel Vázquez Montalbán’s *Sabotaje olímpico* and *El hombre de mi vida*,” Georgia State University, Atlanta, GA, March 3, 2004.

### **Presentations at Professional Meetings**

- “Vamos a la playa: The Torremolinos Imaginary, Tourism, and the Construction of “Non-places” along the Spanish Coasts,” Session: “Re-inventing the Mediterranean tourist city in the 20th and 21st centuries,” European Association for Urban History 14<sup>th</sup> Annual International Conference, Rome, Italy, August 29-September 1, 2018

- “The Vision and Impact of CULTR: Languages for All,” Session: *Activities at Minority Serving Institutions*. Department of Education Title VI Virtual Technical Workshop, September 19-20, 2017.
- “Language Learning as an Issue of Equity: Examples from CULTR’s World Languages Day,” CTAUN-ATL (The Committee on Teaching About the United Nations-Atlanta), *Breaking Neutral Ground: Collaboration, Negotiation, and Celebration in Urban Education*, October 22-23, 2016
- “Constructing Consumption: Urban Transformations and Tourist Migrations in Spain,” VIII Congreso Internacional de la Hispanic Association of Humanities, Universidad de Carlos III, Madrid, June 22-24, 2016.
- “Cuán largo me lo fiáis: The Administrative Acumen of Malcolm Compitello,” Annual Convention for the Modern Language Association, Austin, TX, January 7-10, 2016.
- “The Body in (the) Transition: Gender, Space, and Tourism in Spanish Film.” XXV Congreso Annual de la Asociación Internacional de Literatura y Cultura Femenina Hispánica, Marquette University, Milwaukee, WI, October 8-10, 2015.
- “Sign of the Times: 23-F and the Discreet Charm of the Mediated Image,” Cine-Lit VIII: An International Conference on Hispanic Film and Fiction, Portland State University, Portland, OR, February 19-21, 2015
- “Cartografías de la memoria: La mirada ética, la nostalgia y el entorno urbano en “El tren de la memoria,” IV Congreso Internacional de Historia y Cine: Memoria Histórica y Cine Documental, Universidad de Barcelona, Barcelona, Spain, September 3-5, 2014.
- “La Movida as Spectacle and Heritage: Museums and the Mapping of the Past,” 67th Annual Kentucky Foreign Language Literatures and Cultures Conference, Lexington, KY, April 10-12, 2014.
- “Mourning and Monuments: Narratives of Silence in the Memorials of New York and Madrid,” American Comparative Literature Association Annual Conference, New York City, NY, March 20-23, 2014.
- “Geography of Capital: Torremolinos, Modernity and the Art of Consumption in Spanish Film,” South Atlantic Modern Language Association, Atlanta, GA, November 8-10, 2013.
- “Las huellas del silencio: Estructura hermenéutica, memoria histórica y derechos humanos en la novela negra latinoamericana,” Congreso Consejo Europeo de Investigaciones Sociales de América Latina (CEISAL), Simposio Novela de Crímenes y Memoria en América Latina, June 12-15, 2013, Porto, Portugal.
- “*The Medium is the Monster: Metadiscourse and the Horrors of post-11 M Spain in the [REC] Trilogy*,” 10<sup>th</sup> Annual (SECCLL) Southeast Coastal Conference on Languages & Literatures, April 4-6, 2013, Savannah, GA.
- “Contradicciones culturales en *Vente a Alemania, Pepe* (1971) y *Un franco, 14 pesetas* (2006),” Congreso Internacional Hispanic Cinemas: En transición, Madrid, Spain, November 7-9, 2012.
- “Convergencias temporales y espaciales en *Mala gente que camina* (2006) de Benjamín Prado,” Asociación Hispánica de Humanidades, Madrid, Spain, June 28-30, 2012.
- “Border Music in a Borderless World: Mapping the Sounds of NAFTA between Mexico and the United States,” Annual Convention for the Modern Language Association, Los Angeles, CA, January 6-9, 2011.

- “The Ethical Eye: Documentary Aesthetic, Historical Recuperation and the Female Subject in *El tren de la memoria* (2005),” Asociación Internacional de Literatura y Cultura Femenina Hispánica XX Congreso Anual, Austin, TX, October 14-16, 2010.
- “‘Una nueva forma de esclavitud’: Cultura, Capital, y Rizoma en *Reina Zanañoria* (1977) y *Smoking Room* (2002),” Interdisciplinary Conference of the Association of History, Literature, Science and Technology, Universidad Complutense de Madrid, Spain, June 23-25, 2010.
- “‘La Movida’ in the Museum and the Institutionalization of Irreverence,” Modern Language Association, San Francisco, CA, December 27-30, 2008.
- “Guiris and Grúas: Critiquing the Torremolinos Imaginary in Spanish Film,” Memories of Modernity: An International Conference on Hispanic Cinemas, Stoney Brook-Manhattan, New York, NY, November 10-11, 2006.
- “(Re)viviendo la Transición: Nostalgia y crisis de identidad en *Poniente* (2002) y *El calentito* (2005),” The American Association for Teachers of Spanish and Portuguese (AATSP) 88<sup>th</sup> Annual Convention, Salamanca, Spain, June 29-July 2, 2006.
- “Singing Along with the Movida: Staging Nostalgia in *Hoy no me puedo levantar*,” Kentucky Foreign Language Conference, Lexington, KY, April 20-22, 2006.
- “Transmutaciones genéricas y delirios narrativos en *Sangre a borbotones* (2002) y *Guapa de cara* (2004) de Rafael Reig,” V Coloquio Internacional de Literatura Fantástica, Laredo, TX, October 6-8, 2005.
- “Capital and Cultural Claustrophobia in *Smoking Room*,” Kentucky Foreign Language Conference, Lexington, KY, April 21-23, 2005.
- “Reading Barcelona in Vázquez Montalbán’s *El hombre de mi vida*,” Modern Language Association, Philadelphia, PA, December 27-30, 2004.
- “Migraciones postmodernas en el cine contemporáneo español: Las huellas de Hollywood en *Airbag* de Juanma Bajo Ulloa” XV Congreso de la Asociación Internacional de Hispanistas, Monterrey, México, Julio 19-24, 2004.
- “Carvalho Comes Full Circle: Mass Media and Imperialism from *Yo maté a Kennedy* to *El hombre de mi vida*,” Kentucky Foreign Language Conference, University of Kentucky, Lexington, KY, April 15-17, 2004.
- “The Good, the Bad, and the Globalized: Borders and Transgressions in the Music of Manu Chao,” Popular Culture Association Annual Conference, Philadelphia, PA, April 7-11, 2004.
- “Desde el margen a la realidad: En busca de una novela (negra) en *La bicicleta de Leonardo* de Paco Ignacio Taibo II” Mid-America Conference on Hispanic Literature, University of Colorado at Boulder, Boulder, CO, October 1-3, 2003.
- “Savoring the Past: Collective Amnesia, Consumer Culture and Gastronomic Memory in Vázquez Montalbán’s Carvalho Series,” Joint 2003 Annual Meetings of the Agriculture, Food, and Human Values (AFHVS) and the Association for the Study of Food and Society (ASFS), June 12-15, 2003, University of Texas at Austin, Austin TX.
- “Memory and Storytelling in Manuel Rivas’s *El lápiz del carpintero*,” Mid-America Conference on Hispanic Literatures, Washington University, St. Louis, Missouri, September 26-28, 2002.
- “Killing, Cannibalism and the Culture of Cooking in Vázquez Montalbán’s Carvalho Series,” 2<sup>nd</sup> Interdisciplinary Conference on Food Representation in Literature, Film and Other Arts, San Antonio, Texas, February 14-16, 2002.



- “Post-franquismo, Post-68 y la ‘novela negra’ en España y México: El caso de Manuel Vázquez Montalbán y Paco Ignacio Taibo II,” Latin American Studies Association Conference, Washington, D.C., September 6-8, 2001.
- “Cifrar y descifrar: Escritura, Interpretación y la Recontextualización de la Realidad en *Cuatro Manos* de Paco Ignacio Taibo II,” Jornadas Metropolitanas de Estudios Culturales, Centro de Cultura Casa Lamm, Mexico City, Mexico, July 4-6, 2001.
- “Yankee Go Home: Crime and Anti-Imperialism in the Noir Novels of Manuel Vázquez Montalbán,” 31<sup>st</sup> Popular Culture Association Annual Conference, Philadelphia, PA, April 11-14, 2001
- “In Search of the Past: Nostalgia, “Novela Negra,” and the Recuperation of Historical Truth in Paco Ignacio Taibo II,” Quinto Congreso de Literatura Mexicana Contemporánea, University of Texas-El Paso, March 2-4, 2000
- “Private Eyes, Postmodernism and the PRI: Truth and the Legacy of 1968 in Paco Ignacio Taibo II.” Ninth Annual Graduate Student Symposium. University of Arizona, April 8-11, 1999.
- “Violation of a Genre: Aesthetic Experimentation and the ‘*Novela Negra*’ in Paco Ignacio Taibo II.” Michigan Academy Conference, Grand Valley State University, March 12, 1999.
- “Memoria versus Amnesia: Preservación del pasado en el ciclo de Carvalho de Vázquez Montalbán,” XVI Simposio Internacional de Literatura, Fronteras Finiseculares en la Literatura del Mundo Hispánico, Madrid, Spain, July 27-31, 1998
- “Dashiell Hammett’s ‘Poisonville’ Reincarnated: Paco Ignacio Taibo II’s Mexico City and Manuel Vázquez Montalbán’s Barcelona”, Foreign Language Conference, University of North Carolina, March 19-22, 1998.
- “La incapacidad de la comunicación y la unicidad de la experiencia en ‘El Aleph’ y ‘La escritura de Dios’ de Jorge Luis Borges”, Michigan Academy Conference, Alma College, February 27, 1998.
- “Symbolic Unity and Visual Representation in the Duque de Rivas’s *El desengaño en un sueño*,” Foreign Language Conference, University of Kentucky, April 17-19, 1997.
- “Writing as Redemption: Salvation versus suicide in *El zorro de arriba y el zorro de abajo* by José María Arguedas,” Conference on Romance Languages and Literatures, University of Cincinnati, May 11-13, 1995.
- “La lógica poética y la ambigüedad sexual en *Así que pasen cinco años* y ‘El paseo de Buster Keaton’ de Federico García Lorca”, Foreign Language Conference, University of Kentucky, April 20-22, 1995.

### **Editorial Boards**

- *Arizona Journal of Hispanic Cultural Studies*, June 2013-present
- *Revista TSN (Transatlantic Studies Network)*, The María Zambrano Center for Transatlantic Studies University of Málaga, Spain, 2016-present

### **Manuscript Evaluations**

- Brill, 2017
- UT Austin Press, 2017
- Lexington Books, 2016

## **Grant Reviews**

- Social Sciences and Humanities Research Council of Canada, 2016 and 2017

## **Article Evaluations**

- *Hispanic Studies Review*, October 2016
- *Journal of Spanish Cultural Studies*, November 2016
- *Bulletin of Hispanic Studies*, October 2015
- *Arizona Journal of Hispanic Cultural Studies*, May 2015
- *ADFL Bulletin*, February 2015
- *Arizona Journal of Hispanic Cultural Studies*, 2 articles, May 2014
- *Arizona Journal of Hispanic Cultural Studies*, April 2013
- *Revista Canadiense de Estudios Hispánicos*, May 2013
- *Arizona Journal of Hispanic Cultural Studies*, June 2012
- *Revista Canadiense de Estudios Hispánicos*, November 2011
- *Letras Hispanas*, October 2011
- *Arizona Journal of Hispanic Cultural Studies*, May 2010
- *International Journal of Iberian Studies*, June 2010.
- *Revista Canadiense de Estudios Hispánicos*, September 2009.
- *Arizona Journal of Hispanic Cultural Studies*, April 2009
- *Arizona Journal of Hispanic Cultural Studies*, May 2008
- *South Atlantic Review*, August 2007.
- *Arizona Journal of Hispanic Cultural Studies*, May 2007.
- *Arizona Journal of Hispanic Cultural Studies*, March, 2007.
- *Arizona Journal of Hispanic Cultural Studies*, August 2006.
- *Arizona Journal of Hispanic Cultural Studies*, May 2005.
- *Arizona Journal of Hispanic Cultural Studies*, May 2004.
- *Arizona Journal of Hispanic Cultural Studies*, March 2001.

## **Conferences Organized**

- Organizer for GSU GTA Pedagogy Conference for the Center for Instructional Innovation, April 18, 2013.
- Co-organizer for GSU CLALS (Center for Latin American and Latino Studies) Symposium titled "Atlantic Crossings: The Movement of People, Labor, and Commodity between Spain, Africa and the Americas," April 2-3, 2008.
- Co-organizer 6<sup>th</sup> Annual Literatura Fronteriza: "Letras en el borde," gathering of authors and literary critics on the border, April 11-12, 2003. (Keynote Speaker: Alberto Ruy Sánchez)
- Co-organizer 5<sup>th</sup> Annual Literatura Fronteriza: "Letras en el borde," gathering of authors and literary critics on the border, April 26-28, 2002. (Keynote Speaker: Mempo Giardinelli)
- Co-organizer 4<sup>th</sup> Annual Literatura Fronteriza: "Letras en el borde," gathering of authors and literary critics on the border, May 4-6, 2001. (Keynote Speaker: Luis Arturo Ramos)

## **Organized Sessions**

- “Investing in America’s Languages: A Roundtable Discussion with Members of the AAAS Commission on Language Learning,” Modern Language Association Annual Convention, New York City, NY, January 4-7, 2018.
- “Disability Issues in the Profession: Negotiating Between Theory and Best Practices,” Joint Session between ADFL and Committee on Disability Issues, Modern Language Association Annual Convention, New York City, NY, January 4-7, 2018.
- “Free Innovative Technology Tools from Language Resource Centers,” ACTFL Annual Convention, November 17-19, 2017.
- “K-16 Articulations and Alliances,” Modern Language Association Annual Convention, Philadelphia, PA, January 5-8, 2017
- “Free Innovative Technology Tools from Language Resource Centers,” ACTFL Annual Convention, November 18-20, 2016.
- “Cultural Migrations and Urban Transformations in Contemporary Spain,” VIII Congreso Internacional de la Hispanic Association of Humanities, Universidad de Carlos III, Madrid, June 22-24, 2016.
- “Toward a Cultural Archive of La Movida I and II,” Kentucky Foreign Language and Cultures Conference, University of Kentucky, April 10-12, 2014.
- “Recuerdos de la emigración española a la Europa occidental,” Congreso Internacional Hispanic Cinemas: En transición, Madrid, Spain, November 7-9, 2012.
- “Una España Imagen-ada: (Nuevas) Tecnologías del sujeto / (nuevos) sujetos de la tecnología,” Interdisciplinary Conference of the Association of History, Literature, Science and Technology, Universidad Complutense de Madrid, Spain, June 23-25, 2010.
- Co-organized “Revisiting the Cultural Archives of la Movida,” Special Session at the MLA, San Francisco, CA, December 27-30, 2008.
- “Geographies of Capital in Recent Spanish Film,” Memories of Modernity: An International Conference on Hispanic Cinemas, SUNY- Stoney Brook, New York, NY, November 10-11, 2006.
- “Sites of Nostalgia in Contemporary Spanish Culture,” Kentucky Foreign Language Conference, University of Kentucky, Lexington, KY, April 20-22, 2006.
- “Migraciones postmodernas en el cine hispánico reciente,” XV Congreso de la Asociación Internacional de Hispanistas, Monterrey, México, July 19-24, 2004.
- “Nuevas pistas en torno a la novela policiaca en el mundo hispánico,” Mid-America Conference on Hispanic Literature, Boulder, Colorado, October 2-4, 2003.

## **Moderated Panels**

- “Resource Enhancement at Resource Scarce Institutions,” ADE-ADFL Summer Seminar West, Minneapolis, MN, June 1-4, 2017.
- “Advocacy within the Department and Beyond,” ADFL Summer Seminar East, Atlanta, GA, May 24-27, 2017.
- “Language Teaching and Learning for Economic and Global Empowerment,” ADFL Summer Seminar West, Monterey, CA, June 1-4, 2016.
- “Plenary Session III: The Curriculum,” ADFL Summer Seminar West, San José, GA, June 24-27, 2015.
- “Political Science and Rights,” Middle Class Phenomenon in Emerging Markets 2013: Multi-disciplinary and Multi-country Perspectives, 26-28 September 2013, GSU Buckhead Center, Atlanta, GA.
- “Cultural Forms of Resistance to the Franco Regime,” Kentucky Foreign Language Conference, University of Kentucky, Lexington, KY, April 20-22, 2006.
- “Sites of Nostalgia in Contemporary Spanish Culture,” Kentucky Foreign Language Conference, University of Kentucky, Lexington, KY, April 20-22, 2006.
- “Recorridos fantásticos,” V Coloquio Internacional de Literatura Fantástica, Laredo, TX, October 6-8, 2005.
- “(Dis)Enchantment and Identity in the Contemporary Spanish Novel,” Kentucky Foreign Language Conference, Lexington, KY, April 15-17, 2004
- “Nuevas pistas en torno a la novela policiaca en el mundo hispánico,” Mid-America Conference on Hispanic Literature, Boulder, Colorado, October 2-4, 2003.
- “Judeo-Christian Constructions,” Arts and Humanities Academic Conference, TAMU April 2-3, 2003
- “Porfiriato y Revolución,” VIII Jornadas Metropolitanas, Mexico City, Mexico, July 4-6, 2001.

### **Professional Meetings Attended**

- ACTFL, Annual LRC Council of Directors Meeting, Nashville, TN, November 17-19, 2017.
- 2017 NCSSFL (National Council of State Supervisors for Languages) Annual Meeting, Nashville, TN, November 14-16, 2017.
- ADFL Executive Committee Meeting, Modern Language Association, November 8-9, 2017.
- STARTALK Fall Conference, Portland, OR, November 3-4, 2017.
- 2017 ADE-ADFL Summer Seminar, Minneapolis, MN, June 1-4, 2017.
- 2017 ADFL Summer Seminar, Atlanta, GA, May 24-27, 2017.
- SCOLT (Southern Conference on Language Teaching), Orlando, FL, March 16-18, 2017.
- JNCL-NCLIS Language Advocacy Day, Washington, DC, February 16-17, 2017.
- 2016 ADFL Summer Seminar, Monterey, CA, June 1-4, 2016.
- ACTFL, Annual LRC Council of Directors Meeting, Boston, MA, November 18-20, 2016.
- 2016 NCSSFL (National Council of State Supervisors for Languages) Annual Meeting, Boston, MA, November 15-17, 2016.
- ADFL Executive Committee Meeting, Modern Language Association, November 3-4, 2016.
- Leadership Initiative for Language Learning, Ohio State University, July 19-24, 2015.
- 2015 ADFL Summer Seminar, San José, CA, June 24-27, 2015.
- ACTFL, Annual LRC Council of Directors Meeting, San Diego, CA, November 20-22, 2015.
- ADFL Executive Committee Meeting, Modern Language Association, November 5-6, 2015.
- 2015 ADFL Summer Seminar West, San José, CA, June 24-27, 2015.
- Department of Education, Title VI Directors Meeting, Washington, DC, March 20-23, 2015.
- SCOLT (Southern Conference on Language Teaching), Charlotte, NC, February 18-20, 2016.
- ACTFL, Annual LRC Council of Directors Meeting, San Antonio, TX, November 21-23, 2014.
- 2014 ADE-ADFL Summer Seminar, Seattle, WA, June 19-22, 2014.
- U.S. Department of Education's International Foreign Language Education (IFLE) Joint Technical Assistance Workshop for CIBE, FLAS, LRC, NRC and UISFL Project Directors' Meeting, September 22-24, 2013, Washington, D.C.
- College Board AP Conference for Arts and Languages, University of Texas at Dallas, Richardson, TX, November 30-December 1, 2001.
- TAMIU Representative at Consortium for North American Higher Education Collaboration (CONAHEC) in Veracruz, October 1999

## **Workshops**

- "New Chairs Workshop," ADFL Summer Seminar East, Atlanta, GA, May 24-27, 2017.

- “New Chairs Workshop,” ADFL Summer Seminar West, Monterey, CA, June 1-4, 2016.

## **Professional Affiliations**

- Association of American Teachers of Spanish and Portuguese (AATSP)
- American Council for Teaching Foreign Languages (ACTFL)
- Modern Language Association (MLA)

## **Honors, Awards, Grants/Fellowships**

- CLALS ISG, 2013
- Center for Human Rights and Democracy Travel Grant, 2013
- Study Abroad Site Visit Funding, 2012
- CLALS Professional Activity Grant, 2012
- Program for Cultural Cooperation between Spain’s Ministry of Culture and United States Universities, 2011, \$5000. (Not funded due to budget cuts in Spain)
- CLALS Professional Activity Grant, 2011
- CLALS Professional Activity Grant, 2010
- GSU Research Initiation Grant, 2007
- Department of Modern and Classical Languages Summer Research Money, 2007
- Department of Modern and Classical Languages Summer Research Money, 2006.
- WAC (Writing Across the Curriculum) Faculty Workshop Grant, May 2006.
- Department of Modern and Classical Languages Summer Research Money, 2005.
- Program for Cultural Cooperation between Spain’s Ministry of Culture and United States Universities, Summer Research in Spain, 2004.
- TAMIU Mini-Grant, Summer Research in Mexico, 2004.
- Texas Council for Humanities Public Speaker Grant for Alberto Ruy Sánchez, keynote speaker at the 6<sup>th</sup> Annual Literatura Fronteriza: “Letras en el borde,” April 11-12, 2003
- Recipient of Border County Doctoral Faculty Education Loan Repayment Program (August 2002)
- Faculty Travel Grant for Faculty-led Summer Study Abroad Program in Alcalá, Spain.
- Collaborated on application for Department of Education Grant for the “Development of Undergraduate International Studies and Foreign Language Program,” Fall 2001
- TAMIU Mini-Grant, Summer Research in Mexico 2001
- TAMIU Mini-Grant, Summer Research in Spain 2000
- College of Arts and Letters SCRAM (Special College Research Abroad Money) fellowship for dissertation research in Spain 1998
- Graduate Office Fellowship 1998

- Annual Graduate Award Competition 1997
- Graduate Student Travel Fellowship, Spring 1997
- Graduate Student Exchange Program in Alcalá, Spain, 1996
- Graduate Student Travel Fellowship, Spring 1995
- Graduate Recruitment Fellowship for Doctoral Program at Michigan State University, 1993-94

### **Language Proficiency**

- English, Native
- Spanish, Near-Native
- French, Reading Knowledge
- Italian, Reading Knowledge

### **TEACHING PRACTICE**

#### **Courses Taught**

Spanish 8885	Writing Space and Memory in 20 <sup>th</sup> -cent. Sp. Novel	GSU
Spanish 8880	Pan-Hispanic Detective Fiction	GSU
Spanish 8880	Spanish Urban Novel: Madrid, Barcelona and the Costa del Sol	GSU
Spanish 8875	Spanish Women Writers	GSU
Spanish 8830	Generation of 1898	GSU
Spanish 8835	Contemporary Spanish Literature	GSU
Spanish 8825	Nineteenth-century Spanish Literature	GSU
Spanish 8820	Eighteenth-century Spanish Literature	GSU
Spanish 4440	El otro entre nosotros: Emigration and Immigration in Contemporary Spanish Culture	GSU
Spanish 4440	Cultural (Dis)Locations in Spanish Film after 1992	GSU
Spanish 4432	Twentieth-century Spanish Novel (Writing Intensive)	GSU
Spanish 3313	Survey of Spanish Literature	GSU
Spanish 3309	Spanish Culture and Civilization	GSU
Spanish 3307	Intro. to the Study of Literary Texts	GSU
Spanish 3305	Advanced Conversation and Composition	GSU
Spanish 3304	Advanced Spanish Composition	GSU
Spanish 2501	Spanish for Heritage Speakers	GSU
Spanish 2203	Intermediate Spanish III	GSU
Spanish 2002	Intermediate Spanish	GSU
Spanish 2001	Intermediate Spanish	GSU
Spanish 1001	Introduction to Spanish	GSU
Spanish 5347	Hispanic Detective Fiction	TAMU
Spanish 5340	Seminar in Mexican Literature	TAMU

Spanish 5310	Spanish Novel of the Twentieth Century	TAMIU
Spanish 5309	Nineteenth Century Spanish Literature	TAMIU
Spanish 5307	Studies in Golden Age Literature	TAMIU
Spanish 5300	Theory of Literary Analysis	TAMIU
Spanish 4330	Spanish Civil War in Literature and Film	TAMIU (In Alcalá, Spain)
Spanish 4310	Advanced Spanish Grammar and Comp.	TAMIU
Spanish 4309	Studies in Mexican Literature	TAMIU
Spanish 4304	Generation of 1898	TAMIU
Spanish 4305	Seminar in Modern Spanish Drama	TAMIU
Spanish 4305	Seminar in Modern Spanish Poetry	TAMIU
Spanish 4302	Twentieth Century Spanish Novel	TAMIU
Spanish 4301	Nineteenth Century Spanish Literature	TAMIU
Spanish 3301	Studies in Spanish Literature before 1500	TAMIU
Spanish 2324	Civilization and Culture of Spain	TAMIU (In Alcalá, Spain)
Spanish 2322	Spanish Literature since 1700	TAMIU
Spanish 2321	Spanish Literature before 1700	TAMIU
Spanish 1312	Spanish for Non-Native Speakers II	TAMIU
Spanish 1311	Spanish for Non-Native Speakers	TAMIU
Spanish 1303	Spanish for Native Speakers	TAMIU
Spanish 201/202	Intermediate Spanish	MSU
Spanish 101,102	Introductory Spanish	MSU
Beginning Spanish	East Lansing Recreation and Arts	1994-95
Spanish 101/102	Introductory Spanish	Notre Dame
1992-93		

### **Study Abroad**

- Maymester Study Abroad Program, "International Business and Culture in Spain and Morocco," co-directed with Mourad Dakhli, Robinson Institute of International Business, 2017.
- Maymester Study Abroad Program, "Human Rights, Historical Memory and Democracy in Spain, 2013, Georgia State University.
- Alcalá de Henares, Spain, 2002, Texas A&M International University

### **Invited Class Lecture**

- SPAN 311 "Crimen y detectives en la narrativa hispánica contemporánea," H. Rosi Song, Bryn Mawr College, Philadelphia, PA, February 27-28, 2010.

### **M.A. Theses**

- Carmen Rossell, "Intertextualidad en la construcción del espacio urbano de *París no se acaba nunca*, de Enrique Vila-Matas," (2015)
- Lorraine Lynch-Bernard, "Emigration and Immigration in Recent Spanish Film," Thesis Director, Spring 2010.



- Melinda Cotton, “La tradición deformada: surrealismo en el romance de ‘Thamar y Amnón’” Second Reader, Fall 2004.

### **Honors Student Theses**

- Manuel Pinto Barragán, “Francisco Umbral and the Movida: Between Memory and Postmodernity” (2008)

### **Honors Student Projects**

- Charlotte Ruble, SPAN 3309, Fall 2004.
- Lorraine Lynch, SPAN 3309, Fall 2005.
- Lorraine Lynch, SPAN 4440, Fall 2005
- Meghan Fritz, SPAN 4432, Fall 2006

### **Independent Studies and Directed Readings**

- Michelle Johnson, SPAN 4999, The Spanish Civil War in Literature and Film, Spring 2009.
- Mark Sandoe, SPAN 3307, Introduction to the Study of Literary Texts, Spring 2005.
- Sara Ramírez, SPAN 2312, Intermediate Spanish for Non-Native Speakers, Spring 2004.
- Ramón Talavera, SPAN 5346, Topics in Spanish Literature (Twentieth Century Spanish Theatre), Summer 2003
- Norma Mendiola, SPAN 5309 Nineteenth Century Spanish Literatura, Fall 2002

### **M.A. Professional Paper Direction**

- Mary Hood, “El microcosmos de la casa de Aribau y su sentido alegórico en *Nada*,” Spring 2015.
- Barbara Botta, “Mosén Millán: ¿sacerdote modelo o traicionero del pueblo?,” Spring 2015.
- Carrie Wills, “Comer, beber y llorar: El uso de la comida y la memoria en Máscaras por Leonardo Padura,” Fall 2014
- Jenny Hawkins, “Opresión patriarcal en *La pesquisa* de Juan José Saer,” Spring 2014
- Laura Bailey, “La doble identidad mexicana en *Sombra de la sombra* de Paco Ignacio Taibo II,” Spring 2014.
- Allison Webb, “La desinformación de la identidad femenina en *El cuarto de atrás* de Carmen Martín Gaité,” 2014.
- Jeaneva Hollins, “Al margen de la ciudad: El espacio urbano y femenino de Carmen de Burgos,” Spring, 2012.
- Ioana Sarac, “La construcción del ‘yo’ diegético en *El cuarto de atrás*,” Spring 2011
- Estefanía Olid-Peña, “El cuerpo como arma de discurso subversivo femenino en *Crónica del desamor* de Rosa Montero,” Fall 2007

- Gabriela Álvarez, “Escritura y feminidad: La exploración de modelos en *Crónica del desamor* de Rosa Montero” Summer 2007.
- Cynthia Aradillas, “El mito bíblico de Caín y Abel en *Abel Sánchez* de Miguel de Unamuno,” Fall 2002
- Sylvia Vargas, “Mosaico feminista en los cuentos de Emilia Pardo Bazán,” Summer, 2001
- Elvia Arzola, “Lope de Vega y la ‘Comedia’ del Siglo de Oro en España,” Summer 2000
- Olga Thille-Vega, “Instrumentos de resistencia: Violencia y muerte a través de los recuerdos en *Revueltas* y Rulfo,” Spring 2000

### **Mentorships**

- McNair Faculty Scholar Research Mentor, Spring 2002  
Maira Álvarez, “Manu Chao”—Program designed to foment interest for graduate studies among underrepresented first-generation and low-income college students.

### **Student Advising**

- Nacir Malik Jones, GSU International Student Exchange with UMA, Spring 2018.
- Josh Pazmino, GSU International Student Exchange with UMA, AY 2016-17, Jahbria Jackson, Nandi Tippet, Jessica Silvera, Spring 2017
- Megan Westbrook and Joan Banez, GSU International Student Exchange with UMA, Spring 2016.
- Mayra Gómez, GSU International Student Exchange with UMA, Spring 2015.
- Megan Holloman, Xavier Turner and Ramona Williams, GSU International Student Exchange with UMA, Spring 2014.
- Alex Kovalenko, Martha Obrien, GSU International Student Exchange with UMA, Spring 2013.
- Pamela Sinclair, GSU International Student Exchange with UMA, Fall, 2012
- Donald Richison, Kimber Williams, GSU International Student Exchange with UMA, Spring 2012
- Advising for students from UMA, GSU International Student Exchange, 2011-12
- Matt Hunt, Michael Barry, GSU International Student Exchange with UMA, 2011-12
- Richard Hurd, Nadia park, GSU International Student Exchange with UMA, Spring 2011.
- James Gunter, Janelle McCorkle, GSU International Student Exchange with UMA, Fall 2010.
- Kelley Hodges, Lizette Montalvo and Teljer Liburd, GSU International Student Exchange with the University of Málaga, Spring 2010.
- Michelle Simmons, GSU International Student Exchange with the University of Málaga, Fall 2009.

### **Instructional Technology Proficiency**

- iCollege
- Wordpress

## **UNIVERSITY AND COMMUNITY SERVICE**

### **Academic Service on Committees**

GSU-GT NRC/FLAS Steering Committee present	GSU	2017-
Humanities Research Center, Faculty Advisory Panel	GSU	2017-present
COAS Strategic Plan, Global Working Group	GSU	2017-present
Associate Provost for International Initiatives, Interview Comte. 2017	GSU	2016-
Honors College Fulbright Interview Committee	GSU	2016-present
International Advisory Board, Office of International Initiatives present	GSU	2014-
IEW Faculty Award for Global Engagement Selection Comm.	GSU	2014-2015
Global Studies Institute Director Search Committee	GSU	2013-2014
COAS Chairs Council present	GSU	2013-
Faculty Advisor for Foreign Language Association of Graduate Students (FLAGS) 2014	GSU	2013-
Center for Instructional Innovation 2013	GSU	2012-
Center for Human Rights and Democracy present	GSU	2011-
Graduate Council Sub-committee on Recruitment 2013	GSU	2011-
Graduate Council Sub-committee on Fees	GSU	Fall 2011
Graduate Petition Committee (Alternate)	GSU	Spring 2011
MCL Tech Committee	GSU	2010-present
MCL Promotion and Tenure Committee	GSU	2010-present
College of Arts & Sciences Graduate Council	GSU	2010-2013
Graduate Assessment Committee present	GSU	2010-
Faculty Advisor for MCL Spanish Club	GSU	2009-2013
Málaga Exchange Program Selection Committee, Chair (Ad Hoc) present	GSU	2009-
Committee for Student Recruitment and Retention, Spanish	GSU	2009-present
MCL Executive Committee	GSU	2008-present
Faculty Senate 2010	GSU	2008-
Senate Library Advisory Committee 2010	GSU	2008-
Senate Planning & Development Committee 2010	GSU	2008-
Spanish Search Committee-Film Specialist 2008	GSU	2007-

German Search Committee-post-1750 Specialist 2008	GSU	2007-
Spanish Search Committee-Film Specialist 2007	GSU	2006-
College of A&S Executive Committee, Humanities Center present	GSU	2006-
Current and Planned Study Abroad Programs Committee present	GSU	2005-
MCL Website Advisor	GSU	2005-present
M.A. Admissions Committee present	GSU	2004-
Spanish Search Committee-Caribbean Specialist 2005	GSU	2004-
University Academic Computing Committee 2004	TAMU	2003-
Financial Aid Appeals Committee	TAMU	2003-2004
University Distance Education Committee 2004	TAMU	2003-
Department Websites & Brochures, Chair 2004	TAMU	2002-
Department of Education Grant Committee 2002	TAMU	2001-
Graduate Recruitment Committee, Chair	TAMU	2001-2004
Spanish Graduate External Review Committee, Chair	TAMU	2001-2002
University Web Publishing and Design Committee 2004	TAMU	2001-
International Studies Advisory Committee 2004	TAMU	2000-
Spanish Search Committee 2001	TAMU	2000-
College Library Committee	TAMU	2000-2004
Graduate Handbook Committee	TAMU	2000-2002
President's Advisory Council on International Study Programs (*Converted to International Studies Advisory Comte.)	TAMU	2000
Shakespeare/Cervantes Colloquium Committee	TAMU	1999
Spanish Search Committee 2000	TAMU	1999-
Advisory Committee, Graduate Representative	M.S.U.	1997-98
Curriculum Sub-Committee, Graduate Representative	M.S.U.	1997

### **Other Leadership Roles**

- Director of Business Languages, GSU CIBER, 2013-present.
- Director, GSU International Student Exchange Program with the University of Málaga, 2007-present.
- Faculty Sponsor for GSU Spanish Club, 2009-2013
- Faculty Sponsor, TAMU Film Society, Fall 2002-2004
- AP Faculty Fellow, Fall 2001-2004

- Chair of Spanish Graduate External Review Committee, Spring 2002. Contacted reviewers, scheduled meetings, filed paperwork regarding reviewers' visit. External review required component of accreditation and necessary for TAMIU's participation in Hispanic Studies Ph.D.
- Faculty Sponsor for Student Group "Student Coalition for Democracy and Human Rights" (SCDHR), Fall 2001-present
- Campus Coordinator at TAMIU for PCA (Popular Culture Association), 2001-2004
- Co-developed LLA (Language, Literature and Arts) Film Series, in which films that share a common theme or style are introduced, shown and discussed in an informal academic setting.
  - Fall 2003: "¡Vivan las Independencia!: International Independent Film"
  - Fall 2002: "Film on Film, or I never meta-movie I didn't like"
  - Spring 2002: "Roadside Cinema: Movies on the Road"
  - Fall 2001: "Feasting on Light: Food in Film"
  - Spring 2001: "Contemporary American *Auteurs*"
  - Fall 2000: "Manifestations of *Noir*"
- As member of International Study Abroad Committee, co-wrote committee constitution and procedures, oversaw development of first foreign study scholarships awarded to undergraduate students, Fall 2000

### **Tenure Reviews**

- Invited Tenure External Review, Transylvania University, 2017
- Invited Tenure External Review, Old Dominion University, 2016
- Invited Tenure External Review, Siena College, 2015
- Invited Tenure External Review, Oakland University, 2014
- Invited Tenure External Review, Colorado State University, 2013
- Invited Tenure External Review, York University, 2012
- Invited Tenure External Review, University of Memphis, 2010
- Invited Tenure External Review, Mississippi State University, 2010

### **Language Consultancy Service with MLA**

- University of South Carolina, Upstate, October 2017
- University of Nevada, Reno, April 2016
- University of Texas, Arlington, March 2016
- George Mason University, August, 2015

### **Program Reviews**

- St. John's University, Spanish MA, 2017
- Central Michigan University, Spanish MA, 2016

### **Related Professional, Departmental, and Community Activities**

2017

- Launched new speaker series “Professionally Speaking: Languages-Cultures-Careers”
  - “Communicating Across Cultures,” Seema Jain, Director of Multicultural Affairs, Marriott International, October 12, 2017.
  - “Cultural Competence and Careers at Amazon,” representative from Amazon, October 3, 2017.
  - “Language, Global Skills, and Careers in National Security,” representatives from CIA, September 28, 2016
- WLC Lunch and Learn
  - Kiara Fortson, Mercedes Benz, April 20, 2017
  - Catherine Colman, Wells Fargo, March 2, 2017

## 2016

- Established WLC Lunch and Learn for alumni to speak about language study and their career.
  - Michelle Simmons, All Medical Personnel, Inc., October 20, 2016
  - Crystel Leonidas, Porsche, September 8, 2016
  - Vanessa Ibarra, International Affairs, City of Atlanta, October 6, 2016
  - Maria Moussa, Delta, March 24, 2016
- Invited Speaker, José Colmeiro, “Transatlantic Effects: Historical Memory, Human Rights, and Global Justice,” October 4, 2016.

## 2015

- Invited Speaker, Silvia Bermúdez, “Afro-Peruvian Identities and Cultural Heritage in Contemporary Perú: Susana Baca and Enrique Verástegui,” October 19, 2015.

## 2014

- Director of Annual Vía Crucis (Spanish Passion Play) at The Basilica of the Sacred Heart of Jesus, Atlanta, GA.

## 2013

- Implemented GTA Observation program in MCL.
- Established BA/MA 5-year program.
- Panel Discussion on Foreign Language Education and Economic Development, October 9, 2013. Goethe Center, Atlanta, GA.
- Traveled with students from my MA class on “Pan-Hispanic Detective Fiction” who organized a panel and presented papers at the Southeast Coastal Conference on Languages and Literature.
- Sounds of Spain: An Evening of Spanish Poetry and Music, February 7, 2013.
- Establish Graduate Student Association for MCL Graduate Students titled Foreign Language Association of Graduate Students (FLAGS).
- Director of annual Via Crucis (Passion Play in Spanish) for the Basilica of the Sacred Heart of Jesus, Atlanta, GA.

## 2012

- Conducted Site Visit in Madrid to establish a new Maymester Program, “Human Rights, Historical Memory and Democracy in Spain”
- Participated in Study Abroad Fair to Promote “Human Rights, Historical Memory and Democracy in Spain,” October 11, 2012.
- AP Reader for Spanish Literature, June 1-9, 2012 AP Reading Cincinnati, OH.
- Presented at Graduate Assessment Workshop, “Getting Data Efficiently and Effectively: Good Measures and Meaningful Findings.” April 2 and 4, 2012.
- Conducted 4 Workshops for GTAs in the “Topics in College Teaching” for the Center for Instructional Innovation: “Ten Common Teaching Mistakes,” “Policies and Procedures in the Classroom,” “Grading and Returning Tests,” and “Philosophy of Teaching”
- Conducted 3 Workshops for Graduate Students in MCL: “How to Compose a CV,” “How to Present a Conference Paper,” and “How to Apply to Ph.D. Programs”
- Conducted 3<sup>rd</sup> year review for Marianne Mason
- Participated in Via Crucis (Passion Play in Spanish) at the Basilica of the Sacred Heart, translated Spires (bulletin for Sacred Heart), participated on the organizing committee for the Virgin of Guadalupe celebration at Sacred Heart, and joined Parish Council.
- Pre-show talk for Mediterranean Meditations, Israel’s Yasmin Levy and Omar Faruk Tekbilek from Turkey, 2/18/12
- Pre-show talk for “Born in India, Raised in Spain: Flamenco’s Journey,” featuring Anoushka Shankar, 3/14/12
- Meet & Greet for MCL MA Programs, February 23, 2012
- Open House for Atlanta Teachers Interested in MCL MA Programs, October 2, 2012
- Tardes de Cine/Film in the Afternoon for the Casa de España en Georgia, “Un franco, 14 pesetas”
- Developed New Forms for Graduate Program: “Dos and Dont’s for MA Exams” and “Sample Exam Questions”
- Aided in searches for French TT position, French Business Lecturer, Spanish lecturer
- Reading in Spanish to Heritage Speakers at St. John the Evangelist School, Hapeville, GA, Oct. 4, 2012

## 2011

- Invited speaker, Kirsten Nigro, UTEP, “Representing Violence on Mexico’s Northern Border: Film, Photography and Performance,” March 24, 2011.
- Invited speaker, H. Rosi Song, Bryn Mawr, “Representing Immigration and Race in Contemporary Spanish Culture,” April 7, 2011.
- Organized 3 Graduate Workshops: “How to Compose a CV,” “How to Present a Conference Paper,” and “How to Apply to a PhD Program”
- Organized 1<sup>st</sup> MCL Meet and Greet to recruit prospective MA candidates, March 24, 2011.
- Member of Fulbright Committee for Richard Hurd
- Recruitment Trips for MCL MA programs at North Georgia College and State University, Kennesaw State University, and University of West Georgia.

- Renewed Exchange Agreement with University of Málaga.
- Presented at Graduate Assessment Workshop, ““Getting Data Efficiently and Effectively: Good Measures and Meaningful Findings.” March 15, 2011.
- Participated in Graduate Assessment Review: Evaluating assessment data for various departments.
- AP Reader for Spanish Literature, June 1-9, 2011 AP Reading, Cincinnati, OH.
- Reader for IEF (International Education Fee) Study Abroad Scholarship, (Spring 17, Fall 15)
- Reader for GES (Global Experience Scholarship), Fall 2011
- Conducted 3<sup>rd</sup> Year Review for Luis Rivera (lecturer)
- Created Assessment Documents for MCL Graduate Program: Faculty Survey, Graduate Student Survey and Graduate Student Annual Report, and Milestone Evaluation (for evaluating Seminar Papers, MA Comprehensive Written Exams, MA Comprehensive Oral Exams, Thesis and Non-thesis papers)
- Created “Notification of Areas Form” and restructured the form for notification of MA Exam Results.
- Created Google Calendar for MCL MA Program, Facebook group for MCL MA, and restructured MCL MA webpage.
- School Board, Unidos Dual Language Charter School, 2005-present.
- Participated in Via Crucis (Passion Play in Spanish) at the Basilica of the Sacred Heart, translated Spires (bulletin for Sacred Heart), and participated on the organizing committee for the Virgin of Guadalupe celebration at Sacred Heart.

## 2010

- AP Reader for Spanish Literature, June 9-17, 2010 AP Reading, Cincinnati, OH.
- Reader for IEF Study Abroad Scholarship

## 2009

- Selected and advised first (For 2009-10 Academic Year) and second cohort (Spring 2010) of students for the International Exchange Program with the University of Málaga.
- AP Reader for Spanish Literature, June 9-17, 2009 AP Reading, Cincinnati, OH.
- Reader for IEF Study Abroad Scholarship

## 2008

- Invited speaker, Dr. José Colmeiro, to present on “Transatlantic Transculturation: Miguel Barnet and the Galician Diaspora in Cuba ,” November 20, 2008.
- Co-organized CLALS Symposium titled “Atlantic Crossings: The Movement of People, Labor, and Commodity between Spain, Africa and the Americas,” April 2-3, 2008.
- Met with representatives at the University of Málaga to finalize details regarding exchange program with GSU.
- Prepare application and promotional materials for University of Málaga exchange program.
- Study Abroad Fair, October 14, 2008
- Reader for IEF Study Abroad Scholarship
- Socio Fundador of “La Casa de España en Georgia”



- Member of the “Comité Cultural y Literario” for “La Casa de España en Georgia”

## 2007

- Met with representatives at the University of Málaga regarding the exchange program with GSU.
- Traveled to Valencia to interview Miguel Herráez and to Dénia to interview Rafael Chirbes.
- Invited to give lecture titled “La religión y la Conquista de América” to the “Jóvenes Adultos” group at Sacred Heart Church, October 19, 2007.
- Invited to give lecture titled “La imagen del sacerdote en la literatura española” to the “Jóvenes Adultos” group at Sacred Heart Church, February 16, 2007.

## 2006

- WAC (Writing Across the Curriculum) Faculty Workshop, May 2006.
- Historic Conley Hills Neighborhood Association, Vice-President, 2006-2007

## 2005

- Spent Summer in Madrid conducting research in the Biblioteca Nacional for next manuscript project as part of a grant from the Program for Cultural Cooperation between Spain’s Ministry of Culture and United States Universities, Summer Research in Spain

## 2004

- Participated in Site Visit at Texas A&M University in Kingsville for the cooperative Ph.D. program in Hispanic Studies, February 10-11, 2004.
- Literacy Volunteers of Laredo Annual Recognition, June 15, 2004.
- Universal Notre Dame Night, April 1, 2004.
- Literacy Volunteers of Laredo Annual Regional Spelling Bee, Organizing Committee, March 27, 2004.
- Board of Directors for Literacy Volunteers Association—Laredo Chapter, 2003-2004
- AP Faculty Fellow for United South High School AP Spanish Program, Fall 2001-2004

## 2003

- Participated in Site Visit at Texas A&M University in College Station for the cooperative Ph.D. program in Hispanic Studies. November 6-7, 2003.
- Guest on “Drive Time with Meg Guerra” Radio Show to promote “¡Vivan las Independencia!: International Independent Films,” September 8, 2003.
- Guest on “Drive Time with Meg Guerra” Radio Show to promote lecture on Día de San Juan, June 20, 2003
- Worked with four students to prepare their papers and presentations for the First Annual Arts & Humanities Academic Conference in Spring, 2003.

- Development of Department Web Site for Dept. of Language and Literature, <http://www.tamtu.edu/coah/lla/spanish/>, Spring 2003.
- Literacy Volunteers of Laredo Book Drive at Feast of Sharing, Laredo Civic Center, November 23, 2003.
- Annual Literacy Awareness Fair, Mall del Norte, September 13, 2003.
- Invited speaker on “Spanish Traditions of Día de San Juan” at the Hecho en Encinal Día de San Juan celebration and “Life in South Texas” Mural Dedication, June 22, 2003.
- Literacy Volunteers of America (LVA) Regional Spelling Bee, Head Judge, April 5, 2003.
- Collaboration with Laredo Public Library for Fall 2003 Film Series “¡Vivan las Independencia!: Independent International Film”

## 2002

- Study Abroad Fair, Texas A&M International University, October 15, 2002.
- Television Promotion of 2002 5<sup>th</sup> Annual Conference titled “Literatura fronteriza: Letras en el borde,” KLDO, April 25, 2002
- Actively incorporate technology into classroom by developing and maintaining a website with class information as well as assignments. Complement readings and discussion of literature with powerpoint presentations on Goya, Picasso, and approaches to literary theory to help students acquire a more global understanding of artistic tendencies and cultural production.
- Una noche en España II—cooking demonstration of Spanish cuisine. Fund-raising event for non-profit organization “Hecho en Encinal,” November 9, 2002.
- Speaker at Annual Career Day, May 2, 2002, Los Obispos Middle School.
- “Una noche en España”—cooking demonstration of Spanish cuisine. Fund-raising event for non-profit organization “Hecho en Encinal”, March 2, 2002.
- Speaker at Career Awareness Day for LBJ High School, March 6, 2002.

## 2001

- Developed, Drafted and Designed Brochure for Spanish Bachelors and Masters Degrees, Fall 2001
- Television Promotion of 2001 LLA Fall Film Series at Laredo Channel 13, September 2001
- Habitat for Humanity Volunteer, October 6, 2001
- Judge for United South Intra-UIL Competition in Spanish Poetry, May 16, 2001
- Invited Speaker for Literary Staff Development, Martin High School, January 26, 2001
- UIL (University Interscholastic League) Judge, Martin High School, January 20, 2001

## 2000

- Television Promotion of A.R. Sánchez Lecture Series at KLDO Univisión, September 2000
- Attendance at *Semana Negra*, 2000 in Gijón, Spain

- Invited Speaker for Annual Career Awareness Day, John B. Alexander High School, December 14, 2000
- LISD (Laredo Independent School District) Instructional/Support Team, Fall 2000-Spring 2001

1999

- Wrote Course Description for New Class “SPAN 5310 Spanish Novel of the Twentieth Century”
- Film Reviews for *Laredos: A Journal for the Border* 1999-2002

1998

- Interview with Manuel Vázquez Montalbán in Barcelona and Paco Ignacio Taibo II in Gijón, Spain during the *Semana Negra*, 1998

1997

- Attendance at Conference in Madrid on Manuel Vázquez Montalbán titled, “Carvalho: 25 años de un gran detective”, May 28-29, 1997

1994

- Role of Don Luis Mejía in commemorative performance of José Zorrilla’s Don Juan Tenorio performed by El Grupo Experimental de Teatro (three performances—two at Don Juan Conference at Michigan State University, March 1994, and one at Foreign Language Conference at University of Kentucky, April 1994)
  - LABO--ESL Orientation for Japanese Students M.S.U 1994-97  
\*Coordinator 1996, 1997
  - Tropos Editorial Board 1994-95

## KRISTY WINKLER

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[www.Linkedin.com/in/kristy-winkler](http://www.Linkedin.com/in/kristy-winkler)

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### SUMMARY

Global Language Project Coordinator with extensive experience in advancing foreign language proficiency and cultural competency in education, non-profit, and diplomatic fields. Intercultural educator, skilled at developing partnerships and leveraging passion for promoting language learning and teaching to attract globally-minded students, exceptional faculty, staff, and administrators.

- |                      |   |
|----------------------|---|
| <b>Language</b>      | • Over 5 years' experience as a K-12 foreign language teacher                   |
| <b>Advocacy</b>      | • Director of Education at <i>Alliance Française d'Atlanta</i> for over 5 years |
| <b>International</b> | • Four years working for the French Consulate General in Atlanta                |
| <b>Experience</b>    | • Participated in multiple study abroad and professional development programs   |
| <b>Languages</b>     | • English – Native  |
|                      | • French – Bilingual, DALF C1 Diploma   |
|                      | • Spanish – Limited Working Proficiency   |

### PROFESSIONAL EXPERIENCE

*Georgia State University* | Atlanta, GA 05/2017 – Present

**Project Coordinator**, *Centre for Urban Language Teaching & Research (CULTR)*

Organize, plan, and execute logistics for events promoting language learning to underserved students, and in support of teacher retention and professional development.

*Alliance Française d'Atlanta* | Atlanta, GA

06/2010 – 15/2017

**Director of Education**

Recruited, hired, trained, and supervised teachers of children, youth, and adults for the organization promoting French language and Francophone cultures to expand intercultural dialogue. Provided Professional Development for K-12 and University French teachers and collaborated with them to promote foreign language proficiency, cultural competency, and best practices for language learning. Developed and implemented curriculum and maintained high quality teaching standards. Lead French language instruction for diverse groups of youth and adult students. Supported students and staff in the use of textbooks and online library of resources. Created and applied student recruitment procedures. Generated and disseminated weekly statistical reports. Purchased educational technology and equipment in adherence to budget. Participated in strategic planning for the non-profit language school. Awarded grant funded scholarships to underserved youth.

- Recipient of the *Chevalier dans l'Ordre des Palmes académiques* (Knight in the Order of Academic Palms) 2015, from the French Ministry of Education, for rendering service to French education and contributing to the prestige of French culture
- Launched the organization as a DELF (Diploma of French Language Studies) / DALF testing center which established it as a center of excellence, promoting official certification in French proficiency, opening another source of revenue. Facilitated training for graders of the exam.
- Managed the marketing program that increased the number of students attending French language summer camp and manage the operations of up to five camps annually
- Coordinated with academic faculty, partners, staff, and local business partners to plan and host the annual European Day of Languages
- Collaborated with the CDC on the project to create French classes for global health professionals in preparation for deployment to French speaking nations
- Contributed to finding a new location for the satellite school in Roswell in 2012

- Douglas County Schools | Douglasville, GA* 2008 - 2010  
**French Teacher, Douglas County High School** 2008 - 2010  
 Facilitated French language courses for students in 9-12 grades at all levels.
- Developed curriculum, taught, and assessed student levels in the International Baccalaureate (IB) Program resulting in 95% of students passing the IB exam
  - Voluntarily sponsored the French Club; organized and facilitated annual field trips
- ESOL Teacher, North Douglas Elementary School** 2008 - 2010  
 Taught English to speakers of other languages: grades 2, 4, and 5.
- Consulate General of France in Atlanta | Atlanta, GA* 2004 - 2008  
**Assistant, Cultural Services & Press Office** 2005 - 2008  
**Assistant, Cultural Services** 2004
- Provided support to the Cultural and Deputy Attachés to liaise with American partners and promote Franco-American exchanges in the cultural, K-12, and university fields within a six-state jurisdiction. Collaborated with local and international partners to organize artistic and diplomatic visits. Created and distributed monthly educational newsletter designed for French teachers. Planned and facilitated teacher presentations at schools and professional conferences. Coordinated logistics with foreign visiting scholars and artists for teacher training. Assisted the Press Attaché in maintaining media relations. Planned and interpreted at cultural activities and press events. Maintained consulate website content. Wrote, edited, and translated speeches for diplomats and generated event status reports.
- Implemented the idea to distribute French themed promotional supplies and educational materials provided by the French embassy to K-12 schools in the six-state area
  - Presented workshop at the High Museum of Art's *The Louvre Masterpiece Teacher Institute*
  - Assumed the responsibilities of Interim Cultural Attaché during a temporary leave of absence
- Fulton County Schools* 2002 - 2004  
**French Teacher, Riverwood High School | Atlanta, GA** 2003 - 2004  
 Taught French to students in grades 9-12, from beginners through level 3 Honors.
- Advanced student engagement and proficiency as the French Club Sponsor
- ESOL Paraprofessional, Riverwood High School | Atlanta, GA** 2003  
 Assisted ESOL Teachers in English instruction.
- Participated at the UGA Center for Latino Achievement & Success in Education (CLASE) Spanish immersion study abroad program to increase cultural awareness
- French Teacher, Chattahoochee High School | Alpharetta, GA** 2002  
 Taught basic to Advanced Placement level French while serving as a long-term substitute.
- Rennert Bilingual | New York, NY* 2000-2001  
**ESL Teacher**
- Instructed all levels of international adult learners in English grammar and conversation.
- Implemented educational and cultural interactive field trips, promoting increased proficiency
- Other experience includes **Interim Assistant to the Consul General** at *Consulate General of France*.

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## EDUCATION & TRAINING

**Bachelor of Arts in French**, *University of Georgia* | Athens, GA

Study Abroad, *L'Institut des Etudes Françaises* | Aix-en-Provence, France

**French Teaching Certificate (K-12)**, *Georgia State University* | Atlanta, GA

**Diploma in Advanced French Language Studies** (*DALE C1 Diploma*), *French Ministry of Education*

**Developing, Defining & Diffusing Difficult Dialogues**

**Foundations of Personal Leadership**

*Summer Institute for Intercultural Communication* | Portland, OR

**Time Management and Productivity**, *Emory Continuing Education* | Atlanta, GA

**Nonprofit Leadership Certificate**, *Georgia Center for Nonprofits* | Atlanta, GA

**Spanish Studies**, *Centro Panamericano de Idiomas* | Playa Flamingo & Monteverde, Costa Rica  
Calle 55 | Mérida, Mexico

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## MEMBERSHIP

*Intercultural Atlanta*, **Member** since 2015

# David R. Cotter

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dcotter@gsu.edu

Technology enthusiast skilled in iterative design processes, problem solving, data analysis, and digital design. Results-driven team member spearheading multidisciplinary teams of designers, educators, and business partners to drive product strategy and develop customer-focused products.

## SKILLS

Leadership • Marketing • Digital Media • Data Analysis • Web Analytics • Data Visualization • Strategic Planning  
Website Development • Business Storytelling • Tableau • Adobe Creative Suite • Google Analytics • Qualtrics

## EXPERIENCE

### Georgia State University, Atlanta, GA — *Data Administrator*

JANUARY 2018 - PRESENT

- Provides support to the Data Science Manager of Learning Analytics in performing statistical analysis and exploratory analysis of learner data
- Works with team members, faculty, and administrators to plan, design, and carry-out projects allied to developing and communicating descriptive data, cleaning data, visualizing data, and utilizing analytical tools and trainings (Tableau, Python, Qualtrics, SPSS, etc.)

### Georgia State University, Atlanta, GA — *Technology Coordinator*

AUGUST 2015 - PRESENT

- Creating and maintaining the CULTR website, managing the server storage and developing media content with the Adobe Creative Suite, assisting the project leaders with the technology aspects of their projects, as well as supervising the work of graduate student developers
- Utilizes web analytics and data visualization tools, such as Tableau, to generate insights and develop projects affecting educators on the national, regional, and local levels

### University of Pittsburgh, Pittsburgh, PA — *Engineering IT Intern/Distance Learning Technician*

JUNE 2012 - MAY 2015

- Team leader that implemented the Virtual Learning Program expansion to new distance-enabled graduate classrooms across the University of Pittsburgh and Sichuan University in Shanghai, China
- Deliver trainings to faculty, staff, and students on online tools and skills including Adobe Connect, Blackboard, HTML, CSS, etc.

## EDUCATION

### University of Pittsburgh, Pittsburgh, PA — *B.S., Psychology*

2010 - 2014

Segal AmeriCorps Education Award recipient; Founding Father, Pi Kappa Phi (Delta Upsilon Chapter)

# Patricia R. Nolde

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678-709-7545  
trishnolde@gmail.com

World Languages and Cultures  
Georgia State University  
Atlanta, GA 30303  
404-413-6398  
pnolde@gsu.edu

## Education

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PhD Instructional Technology	Georgia State University	Exp. Completion May 2019
M.A. Spanish, Concentration in Literature	Georgia State University	December 2004
B.A. Spanish, Concentration in Pedagogy	Georgia State University	June 1996

## Professional Experience

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2014-Present                      Associate Director, CULTR

As the Associate Director of the Center for Urban Language and Teaching Research (CULTR), coordinated and contributed to the writing of the US Department of Education funding grant establishing a Title VI Language Resource Center at Georgia State University, one of only 16 in the nation. Upon the establishment of the CULTR, responsibilities included hiring decisions and management of two full-time staff members (Technology Coordinator and Administrative Coordinator), project coordination of several CULTR initiatives, budget oversight, outcomes reporting, and program assessment.

2002-Present                      Language Lab Coordinator, GSU

Department of Modern and Classical Languages. From 2001-2002, researched, designed, and implemented the installation of the 40-position digital language lab, writing the grant proposal and coordinating all facets of planning, purchasing, construction and renovation of existing lab space. Current responsibilities include managing the LARC; assisting instructors in integrating technology into their courses; media (audio, video, image, data) editing and production for inclusion in the language curriculum; directing technical aspects of student language proficiency evaluations; evaluating and implementing emerging language learning technologies in the LARC, securing additional funding (\$862,000) through grant-writing to maximize student access to cutting-edge language tools; scheduling, training and supervising 15+ student assistants and graduate assistants each semester; assisting students with their technology needs as related to their language-learning; instruction of the Technology for Foreign Language Teachers course (ForL 4021) for pre-service teachers and Accelerated Elementary Spanish (Span 1101) as needed.

1997-2002                      Administrative Coordinator, GSU

Department of Modern and Classical Languages. Primary responsibilities included supervision of student assistant staff; faculty technical support, coordination of textbook orders; managing and facilitating faculty searches; proof-checking and submission of grade reports and student evaluations.



1996-1997                      Spanish Instructor, GSU

Department of Modern and Classical Languages. Responsible for teaching multiple sections of Spanish 1001 and 1002. Responsibilities included class planning and management, grade reporting, as well as student oral language, written, and listening skills evaluation.

## **Journal Publications**

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Swanson, P., & Nolde, P. R. (2011). Assessing student oral language proficiency: Cost-conscious tools, practices & outcomes. *The IALLT Journal*, 41(2), 72-88.

Swanson, P., & Early, P. (2009). Establish your presence in the blogosphere: A guide to blog development for the foreign language classroom. In C. Wilkerson (Ed.), *Dimension*. Valdosta, GA: SCOLT Publications.

Swanson, P., & Early, P. (2008). Digital recordings and assessment: An alternative for measuring oral proficiency. In A. Moeller, J. Theiler, & S. Betta (Eds.), *Central States Conference Report*. Eau Claire, WI: Central States Conference on the Teaching of Foreign Languages.

Early, P., & Swanson, P. (2008). Technology for Oral Assessment: Recapturing Valuable Classroom Time. In C. M. Cherry and C. Wilkerson (Eds.), *Dimension: Proceedings of the Southern Conference on Language Teaching*. Valdosta, GA: SCOLT Publications.

“Ten Questions You Should Ask Before Adopting a Web-Based Textbook Module.” (Submitted for consideration in The IALLT Journal of Language Learning Technologies. August, 2005.)

“El realismo mágico como agente del nacionalismo mexicano y la búsqueda del orgullo mexicano en Chac Mool de Carlos Fuentes.” El Cid, Edición IX, May 1997. pp 12-16.

## **Book Chapters**

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Swanson, P., Early, P., & Baumann, Q. (2011). What Audacity: Decreasing student anxiety while increasing instructional time. In B. Okzan (Ed) *Free and Open Source Software for E-Learning: Issues, Successes and Challenges*. Hersey, PA: IGI Global Publishing.

## **Professional Development Workshops**

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“Beyond the Basics with Google Classroom”. Center for Urban Language Teaching and Research. July 2018.

“Tech at Play in the L2 Classroom: Creating Engaging Games for Learning.” Center for Urban Language Teaching and Research. July 2016

“Technology for the Language Classroom.” Center for Urban Language Teaching and Research. July 2016

## Professional Presentations

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“Leveraging Technology for Professional Development.” 2017 Meeting of the Alabama World Languages Association, Auburn University, AL. February 3, 2017.

“The Center for Urban Language Teaching and Research (CULTR): Global Language Access for All.” 2016 Meeting of the Foreign Language Association of Georgia, Augusta, GA. March 5, 2016.

“Matching Today’s Technology with Bloom’s Taxonomy.” (Pre-Conference Workshop) 2014 Southern Conference on Language Teaching, Memphis TN. March 13, 2014.

“Philosophy, Politics and Pragmatism: Issues in FL Placement Testing. 2013 International Association for Language Learning Technology, Ft. Lauderdale, FL. June 15, 2013.

“Placement Testing Solutions: A Roundtable Discussion.” 2013 International Association for Language Learning Technology, Ft. Lauderdale, FL. June 15, 2013.

“Using Technology to Help Your Class "Bloom": Matching Today's Tools to Bloom's Taxonomy”. AATSP-GA Workshop, Atlanta, GA. September 15, 2012.

“You Can Get There from Here: Strategies for Planning Academic iPad initiatives.” (Pre-conference Workshop) 2012 Educause Learning Initiatives Meeting, Austin, TX. February 12, 2012.

“Making the CA<sup>2</sup>SE for Wimba Voice Tools: Communication, Assessment, Accessibility, and Student Engagement” Teaching with Technology Conference, Georgia State University Center for Instructional Innovation. October 25, 2011.

“Bringing Tech to Text: Using iPads in an Intro to Spanish Literature Course.” 2011 Mountain Interstate Foreign Language Conference, Auburn, AL. September 30, 2011.

“Instructional Design in Plain English.” 2011 IALLT Conference, Irvine, CA June 25, 2011.

“And Speaking of WebCAPE: A focus group discussion by users and managers.” 2011 IALLT Conference, Irvine, CA June 25, 2011. Presented with Stacey Powell (Auburn University) and Harold Hendricks (Brigham Young University).

“Technology for CARE (Continuity, Accountability, Reflection, Engagement) in Study Abroad.” MAALLT/SEALLT 2010 Joint Conference, Washington, DC, March 2010. Presented with Stacey Powell (Auburn University) and Sharon Scinicariello (Richmond University).

“The Best Language Class You’ve Never Been To: A Panel Discussion of Informal and Experiential Learning in Gaming and Virtual Environments.” 2009 IALLT Conference, Atlanta, GA, May 30<sup>th</sup>, 2009. Presented with Douglas Canfield (University of Tennessee), Felix Kronenberg (Pomona College) and David Stone (Southern Polytechnic State University)

“Ten Tech Resources You Can’t Live Without.” 2009 SCOLT-SEALLT Conference, Atlanta, GA, March 7, 2009.

“New Tasks, New Skills, New Rubrics: Evaluating Technology-Based Tasks.” 2008 ACTFL Conference, Orlando, FL, November 23, 2008. Presented with Stacey Powell (Auburn University), Sharon Scinicariello (University of Richmond) and Maryann Dellinger (Virginia Military Institute).

“Beyond the Classroom Borders: The Blogosphere.” Georgia Educational Technology Consortium Conference, Atlanta GA, Nov. 11, 2008.

Wang, C. X., Stone, D., Song, H., Early, P., Sun, S., & Schwartz, M. (2008, November). Language tasks for ESL students in a virtual world: A study framework. Association for Educational Communications and Technology (AECT) 2008 International Convention, Orlando, FL.

Wang, C. X., Canty, V., Early, P., Freeman, E., Harris, D., Hyde, T., & Schwartz, m. (2008, November). Enhancing project management competency through managing instructional technology projects: Narratives and reflection. Association for Educational Communications and Technology (AECT) 2008 International Convention, Orlando, FL.

Early, P., Schwartz, M., Allen, J., & Wang, C. X. (2008, November). Managing an Instructional Technology Research Project: Personal Experience from Students. Association for Educational Communications and Technology (AECT) 2008 International Convention, Orlando, FL

“Recapturing precious class time: Improving learning by using free technology for oral assessment.” 2008 SCOLT Conference, Myrtle Beach NC, April 3-5, 2008.

“Using Oral Recordings to Promote Focused Speaking and Reflective Listening.” 2007 ACTFL Conference, San Antonio TX, November 15-18, 2007.

“Current and Future Experiences with Web-Based Textbook Components.” 2007 IALLT Conference, Medford MA, June 22, 2007.

“The Hidden Benefits of an FTP Server: Slaying the Three Giants of Faculty Inclusion, Oral-Proficiency, and Language Center Operation in One (Inexpensive) Blow.” 2007 IALLT Conference, Medford MA, June 23, 2007.

“Oral Recordings and Reducing Anxiety.” 2007 SCOLT/FLAG/SEALLT Conference, Atlanta GA, March 2, 2007.

“Class Management and Technology Flow in the Language Lab.” 2007 SCOLT/FLAG/SEALLT Conference, Atlanta GA, March 3, 2007.

“Ten Questions You Should Ask Before Adopting a Web-Based Textbook Module.” 5<sup>th</sup> Foreign Language Education and Technology Conference, Provo UT, August 5, 2005.

“Ten Questions You Should Ask Before Adopting a Web-Based Textbook Module.” 10<sup>th</sup> Annual MTSU Instructional Technology Conference, Murfreesboro TN, April 4, 2005.

“Acquire, Edit, Display (Digital Video) for less than \$2K”, presented with D. Anthony Bush of Georgia Perimeter College. Georgia Educational Technology Consortium Conference, Macon GA, Nov. 11, 2004.

“Managing Student Workers: Creating Community, Initiative and Accountability using WebCT”.  
9<sup>th</sup> Annual MTSU Instructional Technology Conference, Murfreesboro TN, April 5, 2004.

“Acquire, Edit, Display (Digital Video) for less than \$2K”, presented with D. Anthony Bush of Georgia Perimeter College. 9<sup>th</sup> Annual MTSU Instructional Technology Conference, Murfreesboro TN, April 5, 2004.

“Challenges and Considerations in Language Lab Conversion from Analog to Digital Distribution: Experiences of the LARC at GSU.” SEALLT and MALLT Conference 2004, University of the South, Sevanee TN, March 19, 2004.

## **Additional Professional Activities**

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Organized and hosted the 2009 Conference of the International Association for Language Learning Technology at Georgia State University, May 27<sup>th</sup> -30<sup>th</sup>, 2009. <http://www2.gsu.edu/~wwwial/>

Consultation on the design and implementation of new language learning centers at Berry College, Armstrong Atlantic State University, and Macon State College.

Consulted on and assisted with the development and instruction of FORL 4021 (Foreign Language Educators and Technology).

## **University Service**

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Staff Council Representative, 2003-2005, 2013-2015

College of Arts and Sciences Staff Development Committee Member, 2001-2005, 2013-2015

Faculty/Staff Advisor of the Spanish Club @ GSU

Faculty/Staff Advisor of the GSU Anime Club

## **Professional Memberships**

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IALLT – International Association for Language Learning Technology

CALICO – Computer Assisted Language Instruction Consortium

SEALLT – Southeast Association for Language Learning Technology

ACTFL – American Council on Teaching Foreign Languages

AATSP – American Association of Teachers of Spanish and Portuguese

SCOLT – Southern Conference on Language Teaching

FLAG – Foreign Language Association of Georgia

CGLL – Georgia Coalition for Language Learning

## **Awards and Honors**

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National Honor Society of Phi Kappa Phi

Kappa Delta Pi – National Honor Society in Education

Golden Key National Honor Society

## TIM JANSA

1396 Lakeview East Drive, SE • Atlanta, GA 30316 • USA  
(678) 524-0844; timjansa74@gmail.com

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### EDUCATION:

Doctor of Education (Ed.D.), Educational Leadership/Educational Policy Georgia State University; Atlanta, GA, USA	May 2019 (expected)
Master of Arts (M.A.), German (cum laude) University of Wyoming; Laramie, WY, USA	May 1998
Bachelor of Arts (B.A.), English and Geography (double major, cum laude) Friedrich-Alexander Universität; Erlangen, Germany	July 1996
<i>Allgemeine Hochschulreife (Abitur)</i> Major: English, Geography; graduated cum laude Martin-Behaim-Gymnasium; Nuremberg, Germany	July 1994

### PROFESSIONAL EXPERIENCE:

#### **Georgia State University; Atlanta, Georgia; USA** **August 2015 – present**

##### *Business Manager II*

- Manages all financial affairs pertaining to \$3.8 million budget for the Department of World Languages and Cultures: monitors expenditures; processes reimbursements and deposits; conducts monthly audits of all accounts; provides budget projections, budget amendments, and financial reports; manages finances of internal and external grants; coordinates department hiring and payroll; employee and non-employee travel authorizations and expense statements
- Supervises office administrative staff; approval of payroll, including sick and vacation time
- Serves as liaison to key administrative personnel at the College level
- Led restructuring of graduate assistant pay and assignment policy to ensure equity in compensation for services rendered to the university
- Served as lead in rearticulating the GSU lower-division German language curriculum to achieve proficiency-based learning outcomes boost student enrollment and retention

#### **Goethe-Zentrum/German Cultural Center; Atlanta, GA; USA** **January 2013 – August 2015**

##### *Language Program Director*

- Led all operations pertaining to organization's in-house and off-site language training program; strategic planning; scheduling; hiring and staff development; creation of digital and printed training materials/manuals; outsourcing of specialized training needs to third-party providers
- Proposed, planned and managed corporate training programs, including needs assessment, customized curriculum development, contract negotiations, and proposals; billing; handled all reporting (internal and to regional headquarters); main interface with corporate clients
- Strategic eLearning initiative: implementation of interactive hybrid/distance learning programs and Learning Management System (LMS)
- Negotiated and wrote memoranda of understanding (MOUs) for study abroad initiatives between U.S. colleges and the Goethe-Institut in Germany
- Managed team of 15+ language and cross-cultural teachers/trainers
- Planned and conducted regular trainer workshops for Center's faculty and staff (e.g. technology, instructional methodology, curriculum); local/regional conference presentations
- Managed all quality control measures and performance evaluations
- Scheduled and oversaw all German language proficiency/certificate examinations (A1-C2)
- Handled all advisement and registration for study abroad at the Goethe-Institut Germany

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### **Georgia State University; Atlanta, Georgia; USA August 2006 – December 2012**

#### *Administrative Coordinator (August 2009 - December 2012)*

- Administrative duties in support of daily operations of the Department of Modern and Classical Languages
- Language proficiency assessment (in-person & online), incl. Fulbright program assessments
- Chief administrator for Translation & Interpretation Program
- Undergraduate student advisement
- Purchasing & requisition for the department
- Supported Business Manager with financial tasks, including processing invoices, reporting, travel authorizations, expense reports

#### *Limited-Term Faculty (Visiting Instructor) for German (August 2006 - May 2009)*

- Taught elementary/intermediate German language courses
- Initiated and spearheaded 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year German language curriculum restructuring to achieve higher student retention rates and greater active language proficiency
- Presentations at conferences and professional training workshops

### **Cobb County School District; Marietta, Georgia; USA September 2005 – June 2006**

#### *German Teacher*

- Taught High School German, 1<sup>st</sup> through 7<sup>th</sup> semester, grades 9 through 12
- Planned and taught in-service training seminars for all German language teachers in the Fulton County School District
- Organized and held field trips; German Club and German Honor Society

### **Goethe-Zentrum/German Cultural Center; Atlanta, GA; USA June 1998 – August 2005**

#### *Language Instructor/Trainer/Coordinator*

- Taught adult education language and cultural awareness courses, including advanced German language, advanced grammar, translation, and conversation classes; individual and small-group instruction at all levels, especially B1, B2, C1 and C2
- Organized and taught training programs for C1 and C2 proficiency examinations
- Consulted on language training program restructuring
- Advised students in specific training options and custom-designed individual and group programs
- Taught specialty workshops for German language teachers in Georgia (grades K-12)
- Designed, edited and reviewed all in-house and public marketing materials, as well as website content ([www.goethe.de/atlanta](http://www.goethe.de/atlanta)), including translations

### **Freelance Interpreter/Translator (German ↔ English) June 1999 – September 2011**

- Performed simultaneous and consecutive interpreter, as well as technical and legal translation services for the following clients: CNN/CNN International (multiple live broadcasts); Consulate General of the Federal Republic of Germany / German-American Chamber of Commerce; Georgia World Congress Center; Coca Cola; Siemens; Porsche Cars North America (in-house consultant, 1999-2004); Federal Aviation Administration (FAA)
- Served as expert witness in translation matters for in-court litigation

## TIM JANSA

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### PUBLICATIONS:

Jansa, T., & Brezicha, K. (2017). The Georgia Seal of Biliteracy: Exploring the nexus of politics and language education. *Dimension*, 2017, 32-48.

Jansa, T., & Nichols, W. J. (2018, in press). At the crossroads: Learning to speak the (foreign) language of higher education leadership. *ADFL Bulletin*, 45(2).

### CONFERENCE PRESENTATIONS:

Jansa, T. (2018, June). *The Humanities Ecosystem and Beyond: Mapping Your Campus Resources*. Plenary presenter at the 2018 ADE-ADFL Summer Seminar South, Atlanta, GA.

Jansa, T. (2017, March). *The Georgia Seal of Biliteracy: A policy for the global job market*. Paper presented at the Southern Conference on Language Teaching (SCOLT) Annual Conference, Orlando, FL.

Jansa, T. (2007, November). *Was lesen die Deutschen? – Part 3: Pedagogy*. Paper presented at the American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference, San Antonio, TX.

### AWARDS:

- Georgia State University College of Arts and Sciences Senior Staff Leadership Award, 2018
- Outstanding Doctor of Education in Educational Leadership Student Award, 2017
- State of Bavaria Scholarship for Exceptionally Gifted Secondary School Graduates (*Bayerisches Hochbegabtenstipendium*), 1994

### CERTIFICATIONS/QUALIFICATIONS:

- Languages spoken: German (native), English (native), French (Intermediate Mid), Spanish (Novice Mid)
- ACTFL Oral Proficiency Interview (OPI) in German with rating “Distinguished”
- Certified examiner for international Goethe-Institut language examinations (A1-C1, exp. 2018)
- Solid proficiency with standard MS and iOS office software and applications, various CMS and LMS systems, Qualtrics online survey platform, SPSS v.25 statistical analysis software
- Dual citizenship: United States of America and the Federal Republic of Germany

### MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

- American Council on the Teaching of Foreign Languages (ACTFL)
- Association of American Colleges & Universities (AAC&U)
- NAESA: Association of International Educators

### OTHER:

- Classical musician and composer ([www.TimJansa.com](http://www.TimJansa.com))
- Extensive international and domestic travel: North and Latin America, Europe, Asia, Oceania

### REFERENCES:

upon request

## Elizabeth Goulette, Ph.D.

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Dunwoody, GA 30338

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313-319-5870

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Georgia State University  
College of Arts & Sciences  
Department of World Languages & Cultures  
P.O. Box 3970  
Atlanta, GA 30302-3970

### PROFESSIONAL CREDENTIALS (TITLE/RANK)

Lecturer, Georgia State University  
Department of World Languages and Cultures

August 2014-present

### EDUCATION

Ph.D. The State University of New York at Buffalo  
Foreign and Second Language Education

June 2014

Dissertation: Complexifying notions of heritage language learning: Investigating learners' social identities and opportunities for academic learning in a heterogeneous Spanish class at a bilingual school.

M.A. Illinois State University  
Spanish – Concentration in Spanish Linguistics

August 2010

B.A. Michigan State University  
Spanish and Secondary Teacher Certification

May 2005

### SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Swanson, P., & Goulette, E. (2018). The criticality of the IPA in the World Language edTPA. In P. Swanson & S. A. Hildebrandt (Eds.), *Researching edTPA problems and promises: Perspectives from ESOL, English, and world language teacher education*. Charlotte, NC: Information Age Publishing.

Goulette, E. (2018). "Words were all we had": Confronting social injustices facing young Hispanic students in American schools. In I. Tshabangu (Ed.), *Global ideologies surrounding children's rights and social justice* (pp. 205- 223). Hershey, PA: IGI Global.

Goulette, E. & Swanson, P. (2017). Video considerations for the world language edTPA. In M. Khosrow-Pour (Ed.), *Encyclopedia of information science and technology* (4<sup>th</sup> ed.) (pp. 7682-7691). Hershey, PA: IGI Global.



Goulette, E. (2016). Heritage, identity, and learning at stake: Marginalization in a diverse Spanish class. *International Journal of Bias, Identity and Diversities in Education*, 1(1),1-12.

### Conference Presentations & Workshops

Goulette, E. (accepted). Facilitating student engagement and deepening communicative proficiency. To be presented at the annual convention of the *American Council on the Teaching of Foreign Languages*. November. New Orleans, LA.

Goulette, E. & George, A. (2018). Teachers' differentiated instruction practices for k-16 world language classes with HLLs. Presented at the *National Heritage Language Resource Center: Third International Conference on Heritage/Community Languages*. February. Los Angeles, CA.

Goulette, E. (2017). An examination of high-scoring world language edTPA portfolios: Using IPAs to assess student learning. Presented at the annual conference of the *Consortium on Useful Assessment in Language and Humanities Education*. October. Atlanta, GA.

Goulette, E. (2017). Differentiation in the L2 classroom. Presented a three day intensive workshop for world language teachers at Georgia State University's *Center for Urban Language Teaching and Research - Third Annual World Language Teacher Summer workshops*. July. Atlanta, GA.

Goulette, E. (2017). Today we need...Invited panelist at *Women's HER-story month discussion - sponsored by Georgia State University's Multicultural Center*. March. Atlanta, GA.

George, A. & Goulette, E. (2016). Differentiation strategies employed by novice and experienced instructors. Presented at the annual convention of the *American Council on the Teaching of Foreign Languages*. November. Boston, MA.

Goulette, E. & George, A. (2016). Responding to individual differences: Differentiated instruction strategy type in the k-16 world language classroom. Presented at the annual meeting of the *Second Language Research Forum*. September. New York, NY.

Swanson, P., Hildebrandt, S., Glynn, C., & Goulette, E. (2015). Practical solutions to the edTPA challenge. Presented at the annual convention of the *American Council on the Teaching of Foreign Languages*. November. San Diego, CA.

Goulette, E. & Swanson, P. (2015). Demystifying edTPA: World language teacher certification in Georgia. Presented at the annual conference of the *American Association of Teachers of Spanish and Portuguese – Georgia Chapter*. September. Grayson, GA.

Swanson, P. & Goulette, E. (2015). Teacher education changes and challenges: Program renovation. Presented at the annual conference of the *American Association of Teachers of Spanish and Portuguese*. July. Denver, CO.

Goulette, E. (2015). Differentiation or instructional segregation? Unintended consequences of school categorization systems. Presented at the *Languages, Literatures, and Cultures Conference - Kentucky Foreign Language Conference*. April. Lexington, KY.

Goulette, E. (2015). Complexifying notions of heritage language learning: Investigating learners' social identities and opportunities for academic learning. Presented at the annual meeting of the *American Educational Research Association*. April. Chicago, IL.

Goulette, E. (2015). Reacting to the sociocultural diversity of language classes today: A critical examination of school classification practices. Presented at the *Georgetown University Roundtable on Languages and Linguistics*. March. Washington, DC.

Swanson, P., McAllister, E., & Goulette, E. (2015). Issues facing FL education in Georgia. Presented at the *Southern Conference on Language Teaching*. March. Atlanta, GA.

Goulette, E. (2015). Problematizing restrictive labels for a heterogeneous Spanish class. Presented at the *2<sup>nd</sup> Symposium on Spanish as a Heritage Language*. February. Lubbock, TX.

Goulette, E. (2014). The transition from doctoral candidate to academic researcher. Panelist at the *Association for Middle Level Education* conference. November. Nashville, TN.

Goulette, E. & Kemp, J. (2014). A holistic approach to Spanish heritage language education: Incorporating service-learning, differentiated instruction, and a student-centered curriculum. Presented at the *National Heritage Language Resource Center: Second International Conference on Heritage/Community Languages*. March. Los Angeles, CA.

Goulette, E. (2013). Sociocultural theory as a framework for language instruction in heterogeneous classes. Presented at the *First Annual Binghamton University Conference on Foreign Language Teaching*. September. Binghamton, NY.

Goulette, E. (2013). Investigating the impact of classroom talk on the social justice of a heterogeneous Spanish class. Presented at the conference for the *International Society for Language Studies, Inc.* June. San Juan, Puerto Rico.

Goulette, E. (2013). "...just 'cause you don't speak Spanish at home doesn't mean that you can't be the MVP": Investigating the impact of instructional stance on positions assumed by heritage language learners and foreign language learners. Presented at the

*Seventh Heritage Language Research Institute: Heritage Speakers and the Advantages of Bilingualism*. June. Chicago, Illinois.

Goulette, E. (2013). Investigating the impact of classroom talk on the social justice of a heterogeneous Spanish class. Presented at the *SUNY Buffalo Graduate School of Education: Student Research Symposium*. April. Buffalo, New York.

Goulette, E. (2012). Investigating the impact of instructional stance on positions assumed by heritage language learners and foreign language learners in one heterogeneous Spanish class. Presented at *The Road Less Travelled – An International Conference on Heritage Languages and Heritage Language Acquisition*. October. Toronto, Ontario, Canada.

Goulette, E. (2010). Influence of native language transfer on the acquisition of Spanish spirantization. Presented at the *Illinois State University Graduate Research Symposium*. April. Normal, Illinois.

## **TEACHING**

### **Georgia State University, Atlanta, GA (2014 – present)**

#### Teacher Education

Foreign Language Education Foundations (FORL 3022)  
Foreign Language Education Methods, Grades 9-12 (FORL 4025)\*  
Foreign Language Education Methods, Grades p-8 (FORL 4026)\*  
Practicum in Foreign Language Education (FORL 4030)\*  
Internship in Foreign Language Education (FORL 4060)  
Student Teaching in Foreign Language Education (FORL 4061, 4062, 4063)  
The Opening of School Experience (FORL 4650)  
\*undergraduate course cross-listed with graduate course

#### Spanish

Elementary Spanish (1001)  
Elementary Spanish (1002)  
Intermediate Spanish (2001)  
Intermediate Spanish (2002)

### **Southern Polytechnic State University, Marietta, GA (2014)**

ELS Language Centers  
ESL Instructor

### **SUNY Niagara County Community College, Sanborn, NY (2010)**

Beginning Spanish (101 and 102)

**Illinois State University, Normal, IL (2009-2010)**

Beginning Spanish (112)

**Owosso Public Schools, Owosso, MI (2006-2009)**

High School Spanish: Spanish I, II, III, & IV

Middle School Spanish: Exploratory

**International Academy, Bloomfield Hills, MI (2005-2006)**

Spanish II: International Baccalaureate Curriculum

**Michigan State University, East Lansing, MI (2002-2005)**

T.E.A.M. (Technology Enhanced Accent Modification) Tutor

ESL Support for International Teaching Assistants

**TEACHING CREDENTIALS**

Michigan Standard Teaching Certificate

Spanish and English (Grades 6-12)

**AWARDS**

Georgia State University

January 2017

College of Arts & Sciences Outstanding Teaching Award (nominated)

Michigan State University

Spring 2004

Mary F. Klapperich Outstanding Student of Spanish Award (recipient)

**SERVICE**

**Department of World Languages and Cultures**

Member, Online Tools Working Group (2015)

Member, Creating Connections: MCL Student Conference (2015)

Member, Subcommittee: Information Station (2015)

Member, Recruitment Committee (2014-2015)

**College of Education and Human Development**

Member, Transforming Educator Preparation Committee (2014-present)

Member, edTPA Liaison (2014-present)

Member, Educator Preparation Faculty Member (2014-present)  
Member, Clinical Partnerships and Induction Committee (2014-2016)

### **State**

GSU Organizer, WLC Buddy Program for Pre-service and In-Service Teachers  
(January 2015-present)

Member, Foreign Language and Dual Immersion Task Force. Georgia Professional  
Standards Commission. Atlanta, Georgia (Spring 2015)

Member, Dual Immersion/Early Childhood Education Endorsement Task Force.  
Georgia Professional Standards Commission. Atlanta, Georgia (Fall 2015)

Member, Academic Committee, GLOBE Academy: A Language Immersion Charter  
School. Atlanta, Georgia (2014-present)

Member-at-Large, Post-Secondary Board, American Association of Teachers of Spanish  
and Portuguese – Georgia Chapter (2014-2017)

Member, Student-initiated Doctoral Research Writing Group, Graduate School of  
Education at SUNY Buffalo (May 2013 – May 2014)

Volunteer, Commencement Exercises, Graduate School of Education at SUNY Buffalo  
(2011-2014)

Co-organizer, L2 Workshops at U.B. in Buffalo (2012)

### **National**

Member, Award Committee, ACTFL-NYSAFLT Anthony Papalia Award for Excellence  
in Teacher Education. (August 2017)

American Council for the Teaching of Foreign Languages. Mentor in Novice Teacher  
Mentoring Program (Fall 2014-Spring 2015)

### **Reviewer**

*American Educational Research Journal* (July 2017)

*IGI Global* (April 2016)

*SCOLT Dimension* (October 2015)

Southern Council on Language Teaching Conference (Spring 2015)

*Heritage Language Journal* (January 2015)

## **Honors**

Grant Recipient at the Seventh Heritage Language Research Institute: Heritage Speakers and the Advantages of Bilingualism in Chicago, Illinois. June 17-21, 2013.

## **Professional Affiliations**

American Council on the Teaching of Foreign Languages  
American Association of Teachers of Spanish and Portuguese  
American Association of Teachers of Spanish and Portuguese – Georgia  
American Educational Research Association  
Foreign Language Association of Georgia  
Phi Sigma Pi  
Southern Council on Language Teaching

# Shuai Li

Associate Professor of Chinese  
Department of World Languages and Cultures  
College of Arts & Sciences  
Georgia State University  
25 Park Place, Suite 1933, Atlanta, GA, 30303 U.S.A.  
sli12@gsu.edu  
404-413-5172 (Office)

## Education

2011. Ph.D. Second Language Acquisition. Carnegie Mellon University.  
2007. M.A. Linguistics and Applied Linguistics. Beijing Language and Culture University.  
2004. B.A. Chinese Language and Literature. Beijing Language and Culture University.

## Professional Experience

- 2018 (Fall) – Present.  
Director of Undergraduate Studies  
Department of World Languages & Cultures  
Georgia State University
- 2017 (Fall) – Present.  
Associate Professor of Chinese (Tenured)  
Chinese Program Coordinator  
Department of World Languages & Cultures  
Georgia State University
- 2011 (Fall) – 2017 (Spring).  
Assistant Professor of Chinese  
Chinese Program Coordinator  
Department of World Languages & Cultures  
Georgia State University

## Research Interests

Interlanguage pragmatics  
Chinese as a second language acquisition  
Language assessment  
International popularization of Chinese / Confucius Institute  
Business Chinese

## Publications

### Books

Li, S., & Swanson, P. (Eds.) (2014). *Engaging language learners through technology*

*integration: Theories, applications, and outcomes*. Hershey, PA: IGI Global.

Wang, J., & Li, S. (2006). (Eds.) *Studies on acquisitional processes of learners of Chinese as a second language*. Beijing: The Commercial Press. \* Wang, J. is Editor-in-Chief. (王建勤、2006) (作者)《学习者第二语言的学得过程研究》。北京: 商务印书馆\* 王建勤 (主编)

### **Journal thematic issue (guest editor)**

Taguchi, N. & Li, S. (Eds.) (2017). Pragmatics research in Chinese as a Second Language. Special thematic issue. *Chinese as a Second Language Acquisition Research*.

### **Refereed journal articles**

- Xiao, F., Taguchi, N., & Li, S. (in press). Effects of proficiency sub-skills on pragmatic development in L2 Chinese study abroad. *Studies in Second Language Acquisition*.
- Li, S. (2018). Developing a test of L2 Chinese pragmatic comprehension ability. *Language Testing in Asia*, 8, 1–23. Open Access Link: <http://rdcu.be/Gq1T>
- Taguchi, N., & Li, S. (2017). Replication research in L2 pragmatics: Bardovi-Harlig & Bastos (2011) and Taguchi, Xiao, & Li (2016). *Language Teaching*, 1–13. doi:10.1017/S0261444817000222.
- Li, S. (2017). An exploratory study on the role of foreign language aptitudes in instructed pragmatics learning in L2 Chinese. *Chinese as a Second Language Research*, 6(1), 103–128.
- Taguchi, N., Xiao, F. & Li, S. (2016). Development of pragmatic knowledge in L2 Chinese: Effects of intercultural competence and social contact on speech act production in a study abroad context. *The Modern Language Journal*, 100(4), 775–796.
- Taguchi, N., Xiao, F. & Li, S. (2016). Assessment of study abroad outcomes in Chinese as a second language: Gains in cross-cultural adaptability, language contact, and proficiency. *Intercultural Education*, 27(6), 600–614.
- Li, S. (2016). Pragmatics information in selected Business Chinese (BC) textbooks in the U.S. *Chinese as A Second Language: The Journal of the Chinese Language Teachers Association, USA*, 51(2), 191–217.
- Li, S., & Taguchi, N. (2014). The effects of practice modality on the development of pragmatic performance in L2 Chinese. *Modern Language Journal*, 98(3), 794–812.
- Li, S. (2014). The effects of different levels of linguistic proficiency on the development of L2 Chinese request production during study abroad. *System*, 45, 103–116.
- Li, S., Wang, S., & Wang, J. (2013). A preliminary investigation of business Chinese teaching among U.S. institutions of higher education. *Journal of Chinese Language Teachers' Association*, 48(2), 69–89.
- Li, S., & Tucker, G. R. (2013). A survey of the U.S. Confucius Institutes: Opportunities and challenges in promoting Chinese language and culture



- education. *Journal of Chinese Language Teachers' Association*, 48(1), 29–53.
- Taguchi, N., Li, S., & Liu, Y. (2013). Comprehension of implicature in Chinese as a foreign language. *Pragmatics and Cognition*, 21(1), 139–157.
- Taguchi, N., Li, S., & Xiao, F. (2013). Production of formulaic expressions in L2 Chinese: A developmental investigation in a study-abroad context. *Chinese as a Second Language Research*, 2, 23–58.
- Li, S. (2012). The effects of input-based practice on pragmatic development of requests in L2 Chinese. *Language Learning*, 62, 403–438.

### **Refereed book chapters**

- Li, S. (in press). Cognitive approaches to L2 pragmatics research. In N. Taguchi (Ed.), *Handbook of pragmatics and SLA*. Routledge.
- Li, S. (in press). Contextual variations of mitigations in Chinese requests. In Y. Xiao & L. Tsung (Eds.), *Current Studies in Chinese Language and Discourse*. John Benjamins.
- Li, S. (in press). Measurement quality of an instructor-developed CFL summative assessment instrument: An exploratory pilot study. In X. Wen & X. Jiang (Eds.), *Studies on learning and teaching Chinese as a second language*. Oxon, UK: Routledge.
- Li, S., & Wang J. (2017). Diagnostic assessment of L2 Chinese learners' reading comprehension ability. In Zhang, D. & Lin, C. (Eds.), *Chinese as a second language assessment* (pp. 183–202). Springer.
- Li, S., & Wang, J. (2016). Chinese government policies and initiatives on the international popularization of Chinese: An economics of language perspective. In J. Ruan, J. Zhang, & C. Leung (Eds.), *Chinese Language Education in the United States* (pp. 29–46). Springer.
- Li, S., & Wang, J. (2015a). The dissemination of the Chinese language in western nations. In J. Wang (Ed.), *Research on the international popularization of Chinese language in the context of globalization* (pp. 104–124). Beijing, Commercial Press. (王健勤, 王建勤 (2015a) 中国在欧美国家的语言传播. 王健勤 (主编) 《全球文化竞争背景下的中国语言传播研究》, 124 页。北京: 商务印书馆。)
- Li, S., & Wang, J. (2015b). The shift of strategies for promoting national languages by western nations after World War II. In J. Wang (Ed.), *Research on the international popularization of Chinese language in the context of globalization* (pp. 11–18). Beijing, Commercial Press. (王健勤 (2015b) 第二次世界大战后欧美国家语言传播的方式与策略变化. 王健勤 (主编) 《全球文化竞争背景下的中国语言传播研究》, 11-18 页。北京: 商务印书馆。)
- Li, S. (2013). The role of instruction in developing pragmatic competence in L2 Chinese: A review of empirical evidences. In Z. Jing-Schmidt (Ed.), *Increased empiricism: Recent advances in Chinese linguistics* (pp. 293–308). Amsterdam/Philadelphia: John Benjamins.
- Li, S. (2013). Amount of practice and pragmatic development of request-making in L2 Chinese. In N. Taguchi & J. Sykes (Eds.), *Technology in Interlanguage Pragmatics Research and Teaching* (pp. 43–69). Amsterdam/Philadelphia:

John Benjamins.

- Li, S.** (2009). Research on interlanguage. In J. Wang (Ed.). *Studies in second language acquisition* (pp.46–80). Beijing: The Commercial Press. (李静 (2009) 中介语研究. 王建勤(主)编.《第二语言习得研究》. 北京: 商务印书馆)

### **Refereed conference proceedings**

- Li, S., & Wang, J.** (2009). The acquisition and teaching of Chinese request strategies. In C. Cai (Ed.), *Perspectives on teaching Chinese as a foreign language – Selected papers of the 7th international conference on teaching Chinese as a foreign language* (pp.148–153). Guilin, China: Guangxi Normal University Press. (李静(2009) 中国“请求”策略的习得与教学. 蔡昌序(主)编.《多语种下的外语教学研究——国际教学学术研讨会论文集》. 148-153. 桂林: 广西师范大学出版社.)

### **Book review**

- Li, S.** (2017). Review of the book *Classroom-based Research on Second Language Acquisition* 《基于课堂的第二语言习得研究》Fangyuan Yuan (2016). *Chinese as a Second Language*, 52(2), 199–203.
- Li, S.** (2012). Review of the book *Interlanguage pragmatic development: The study abroad context* by Schauer (2009). *Intercultural Pragmatics*, 9, 127–134.

### **Other publications**

- Taguchi, N., & **Li, S.** (2017). Introduction to a thematic review: Pragmatics research in Chinese as a second language. *Chinese as a Second Language Research*, 6(1), 1–6.
- Li, S., & Swanson, P.** (2014). Preface. In S. Li, & P. Swanson (Eds.), *Engaging language learners through technology integration: Theories, applications, and outcomes* (xvii- xxviii). Hershey, PA: IGI Global.

### **External Grants/Funds**

- Li, S.** (2016). (P.I., **funded**). 2016 Business Language Research and Teaching Award (through The Center for International Business Education and Research CIBER at University of Indiana – Bloomington). Funding amount: \$3,000 (research) + 500 (conference travel). Proposal title: Evaluating the effectiveness of business Chinese (BC) teaching in terms of workplace socialization processes.
- Li, S.** (2015). (P.I., unfunded). JieDe Empirical Research Grant. Funding requested: \$1,500. Proposal title: Developing a pragmatic comprehension test for learners of Chinese as a second language.
- Li, S.** (2014). (P.I. unfunded). Undergraduate International Studies and Foreign Language (UISFL) Program, U.S. Department of Education. In collaboration with William Nichols (Co-P.I.). Funding requested: \$177,514. Proposal title: Enhancing academic and career success for underrepresented undergraduate students through institutional collaboration: The case for an interdisciplinary

Chinese program.

- Li, S.** (2009). (P.I., unfunded). JieDe Empirical Research Grant. Funding requested: \$1,500. Proposal title: The effect of input-based practice on L2 pragmatic development by American learners of Chinese.
- Li, S.** (2010). (**funded**). Conference Presentation Fund. (The Second International Symposium on Chinese Applied Linguistics. University of Iowa. Iowa City, IA.). Confucius Institute at The University of Iowa. Funding amount: \$300.
- Li, S.** (2008). (**funded**). Conference Presentation Fund. (The First International Symposium on Chinese Applied Linguistics. University of Iowa. Iowa City, IA.). Confucius Institute at The University of Iowa. Funding amount: \$300.

### **Internal Grants/Funds**

- Li, S.** (2018). (P.I., pending). Project contribution to the GSU-GA Tech Proposal for a Title VI National Resource Center (International). (Requested amount: \$15,000).
- Li, S.** (2017). (**funded**). Department of World Languages and Cultures Faculty Summer Research Grant (\$4,000).
- Li, S.** (2017). (**funded**). Georgia State Special Research Initiatives: BioMed Central Open Access Publishing. Proposal title: Assessing pragmatic comprehension ability in L2 Chinese (\$800).
- Li, S.** (2015). (P.S. unfunded). Center for Instructional Innovation (CII) Digital Champion Fellowship. Proposal Title: Developing an adaptive courseware for CHIN 2001 (Requested amount: \$9,660).
- Li, S.** (2015). (**funded**). Department of Modern & Classical Languages Faculty Summer Research Grant (\$6,966).
- Li, S.** (2014). (**funded**, through 2016). GSU Language Resource Center Research Grant (\$15,790). Project Title: Developing a pragmatic comprehension test for learners of Chinese as a second language.
- Li, S.** (2014). (**funded**). Asian Studies Center faculty professional support grant. Georgia State University (\$750).
- Li, S.** (2014). (**funded**). Asian Studies Center Small Grant. Georgia State University (\$200).
- Li, S.** (2014). (**funded**). CIBER Conference Travel Grant. Georgia State University (\$1398.55)
- Li, S.** (2013). (**funded**). Asian Studies Center Small Grant. Georgia State University (\$200).
- Li, S.** (2013). (**funded**). Travel Grant Program. University Research Services & Administration (URSA), Georgia State University (\$500).
- Li, S.** (2013). (**funded**). Travel Grant. Dean's Office. College of Arts and Sciences. Georgia State University (\$500).
- Li, S.** (2013). (P.I., **funded**). Cleon F. Arrington Research Initiation Grant, Georgia State University (\$ 24,820).
- Li, S.** (2012). (**funded**). Asian Studies Center faculty professional support grant. Georgia State University (\$800).
- Li, S.** (2012). (**funded**). GSU Confucius Institute Conference Travel Fund. Georgia

State University (\$2,200).

- Li, S.** (2012). **(funded)**. 2012 CIBER Conference Travel Fund. The CIBER at Georgia State University (\$500).
- Li, S.** (2012). **(funded)**. Asian Studies Center Small Grant. Georgia State University (\$200).
- Li, S.** (2010). **(funded)**: Graduate Conference Presentation Fund. Carnegie Mellon University (\$500).
- Li, S.** (2010). **(funded)**: GuSH Research Funding. Carnegie Mellon University (\$500).
- Li, S.** (2010). **(funded)**: Department of Modern Languages Summer Research Grant. Carnegie Mellon University (\$850).
- Li, S.** (2010). **(funded)**. Graduate Conference Presentation Fund. Carnegie Mellon University (\$500).
- Li, S.** (2009). **(funded)**. Department of Modern Languages Summer Research Grant. Carnegie Mellon University (\$1,200).

#### **Refereed Conference Presentations**

- Shi, Z., & **Li, S.** (March 31, 2018). 超越A Limited Scope: Chinese for Specific, Academic & Professional Purposes Conference & Workshop. University of Hawaii – Manoa. Honolulu, HI.
- Li, S.** (2018 February 23). Evaluating the Effectiveness of Business Chinese (BC) Teaching in a Study/Intern-Abroad Context: Examples from Job Interviews. The fourth International Symposium on Languages for Specific Purposes (ISLSP). University of Florida, Gainesville, FL.
- Li, S.** (2017 November 18). Developing a young Chinese program: Curriculum, management & outreach. ACTFL 2017 Convention (CLTA Annual Conference). Nashville, TN.
- Li, S.** (2017 November 5). Contextual variations of mitigations in Chinese requests. South Atlantic Modern Language Association 89 (SAML A). Atlanta, GA.
- Li, S.** (2017 March 25). Quality of an instructor-developed summative assessment in a CFL classroom. Teaching and Learning Second Languages as a Process of Discovery – Bridging Theories and Practices. An international conference jointly hosted by Emory University's Confucius Institute and Emory College Language Center. Atlanta, GA.
- Li, S.** (2016 November 19). Studying Abroad for Business Purposes: Program Design and Learning Outcomes. ACTFL 2016 Convention (CLTA Annual Conference). Boston, MA.
- Li, S., & Wang, J.** (2016 September). Implementing quality control measures for L2 pragmatics research: An example of Chinese requests-making. 2016 Second Language Research Forum (SLRF). Columbia University. New York, NY.
- Taguchi, N., Xiao, F. & **Li, S.** (2016 April 9). Assessment of study abroad outcomes in Chinese as a second language: Development of pragmatic knowledge in L2 Chinese: Effects of intercultural competence and social contact on speech act production in a study abroad context. American Association of Applied

- Linguistics (AAAL) Annual Conference. Orlando, FL.
- Li, S.** (2015 November 20). Developing a test for assessing pragmatic comprehension in L2 Chinese. ACTFL 2015 Convention (CLTA Annual Conference). San Diego, CA.
- Li, S.** (2015 October 30). The role of language aptitude in teaching request-making in L2 Chinese. 2015 Second Language Research Forum (SLRF). Georgia State University. Atlanta, GA.
- Li, S. & Shi, Z.** (2014 November 21). Development of pragmatic comprehension in L2 Chinese during study abroad. Presented at the panel entitled “Examine study abroad program closely: What happens and how that happens?” ACTFL 2014 Convention (CLTA Annual Conference). San Antonio, TX.
- Li, S.** (2014 April 25). Quantity and quality of pragmatic information in representative business Chinese textbooks in the U.S. 16th Annual CIBER Business Language Conference. Park City, UT.
- Takatori, Y. & Li, S.** (2014 March). Pros and Cons about the use of the Roman alphabet in Chinese and Japanese. 2014 Foreign Language Association of Georgia Conference. Atlanta, GA.
- Li, S.** (2013 October). The effects of initial linguistic proficiency on gains in L2 Chinese requests during study abroad. 2013 Second Language Research Forum (SLRF). Brigham Young University. Provo, UT.
- Li, S. & Wang, J.** (2013 March). An analysis of pragmatics information in Business Chinese textbooks. 2013 Business Chinese Workshop at University of Michigan. Ann Arbor, MI.
- Li, S.** (2012 November). Teaching pragmatics in L2 Chinese: The effects of instruction type. ACTFL 2012 Convention (CLTA Annual Conference). Philadelphia, PA.
- Li, S. & Wang, S.** (2012 August). A tentative survey of for-credit business Chinese courses in the U.S. The 3rd International Conference on Teaching Business Chinese. Atlanta, GA.
- Li, S.** (2012 June). Developmental patterns of L2 Chinese formulaic competence during study abroad. The 10th International Conference on Chinese Language Pedagogy. Hangzhou, China.
- Li, S.** (2012 March). Amount of practice and pragmatic development of request-making in L2 Chinese. American Association of Applied Linguistics (AAAL) Annual Conference. Boston, MA.
- Li, S.** (2011 March). The effects of input-based and output-based practice on pragmatic development in L2 Chinese. American Association of Applied Linguistics (AAAL) Annual Conference. Chicago, IL.
- Li, S.** (2010 November). A survey for the U.S. Confucius Institutes: Contributions and challenges. ACTFL 2010 Convention (CLTA Annual Conference). Boston, MA.
- Li, S.** (2010 July). Developing the ability to make requests in L2 Chinese: The role of language contact in a study abroad context. The 8th International Symposium on Chinese Pedagogy. Yunnan University. Kunming, Yunnan, China.

- Li, S.** (2010 April). Language contact and pragmatic development in L2 Chinese during study abroad. The Second International Symposium on Chinese Applied Linguistics. The University of Iowa. Iowa City, IA.
- Li, S.** (2010 March). The effect of input-based practice on pragmatic development in L2 Chinese. American Association of Applied Linguistics (AAAL) Annual Conference. Atlanta, GA.
- Xiao, F., Taguchi, N., & **Li, S.** (2010 March). Production of formulaic expressions in L2 Chinese: A longitudinal investigation in a study-abroad context. American Association of Applied Linguistics (AAAL) Annual Conference. Atlanta, GA.
- Li, S.** (2010 February). Ethnic identity, investment, and achievement in Chinese as a heritage language: A case study. The First International Conference on Heritage/Community Languages. UCLA. Los Angeles, CA.
- Li, S.** (2009 September). Promoting Chinese language education in America: A survey for the U.S. Confucius Institutes. The 2009 Chinese Teaching Conference of Confucius Institutes in the US & Canada. Portland State University. Portland, OR.
- Li, S.** & Wang, J. (2009 Aug.). Teaching requests to American learners of Chinese: Implications from a cross-cultural study. The 7th International Symposium on Chinese Pedagogy. Guangxi Normal University. Guilin, Guangxi, China.
- Zhang, D., & **Li, S.** (2009 June). Relation of context availability and semantic transparency to lexical inference among beginning-level learners of Chinese as a foreign language. The 21st North American Conference on Chinese Linguistics (NACCL-21). Bryant University. Smithfield, RI.
- Li, S.** & Zhang, D. (2009 June). Developing the ability to coordinate request strategies by American learners of Chinese. The 21st North American Conference on Chinese Linguistics (NACCL-21). Bryant University. Smithfield, RI.
- Li, S.** & Zhao, Y. (2009 March). Language contact and interlanguage pragmatic development by advanced Chinese learners of English: A usage-based approach. Georgetown University Round Table (GURT). Georgetown University. Washington, D.C.
- Li, S.** (2008 April). A study on interlanguage pragmatic development of making requests by American learners of Chinese. The First International Symposium on Chinese Applied Linguistics. The University of Iowa. Iowa City, IA.
- Li, S.** (2005 December). Gender, seriousness of offense and apology – An empirical survey of a new Chinese polite phrase ‘*buhaoyisi*’. China’s 4th National Conference on Applied Linguistics, Chengdu, China.
- Li, S.** (2005 May). Gender difference, seriousness of offense, and use of the Chinese polite phrase ‘*buhaoyisi*’ to express apology. China’s 6th Conference on Intercultural Communication. Nanjing, Jiangsu, China.

#### Invited Talks

- Li, S.** (2018 March 10). Publishing in international journals on applied linguistics and

- second language acquisition. Talk presented to the M.A. and Ph.D. programs in Chinese Applied Linguistics, Beijing Language and Culture University.
- Li, S.** (2017 May 26). Access to Chinese at GSU: Curriculum, management & outreach. Talk presented at the 2017 ADFL Summer Seminar East. Atlanta, GA.
- Li, S.** (2016 October 20). The *Rasch* Model and scale functioning. Talk presented to the M.A. and Ph.D. programs in Chinese Applied Linguistics, Beijing Language and Culture University.
- Li, S.** (2016 April). Intercultural language instruction: Teacher training in LCTLs (Year-round Mandarin Chinese Program). National Council of Less Commonly Taught Languages. Atlanta, GA.
- Li, S.** (2015 March). Developing a test for assessing pragmatic comprehension in L2 Chinese. Talk presented at Department of Applied Linguistics. Georgia State University. Atlanta, GA.
- Li, S.** (2014 April). An introduction to Chinese pedagogy based on SLA theories and practices. Talk presented to the M.A. program of educational pedagogy. Michigan State University. East Lansing, MI.
- Li, S.** (2014 April). The effects of different levels of linguistic proficiency on the development of L2 Chinese request production during study abroad. Talk presented at the Asian Studies Center's 2014 Spring Brown Bag Lunch Series. Georgia State University. Atlanta, GA.
- Li, S.** (2013 November). An analysis of pragmatics information in Business Chinese (BC) textbooks. Talk presented at the Asian Studies Center's 2013 Fall Brown Bag Lunch Series. Georgia State University. Atlanta, GA.
- Li, S.** (2013 March). Developmental patterns of L2 Chinese formulaic competence during study abroad. Talk presented at the Asian Studies Center's 2013 Spring Brown Bag Lunch Series. Georgia State University. Atlanta, GA.
- Li, S.** (2012 November). Pragmatic development in Chinese as a second language: Developmental trajectories and instructional effects. Talk presented at the Startalk teacher training program at University of Houston. Houston, TX.
- Li, S.** (2012 October). From second language acquisition to second language instruction: Theories and practices for teaching Chinese as a second language. Talk presented at the 2012 Hanban / Confucius Institute Headquarter Eastern U.S. Area Workshop for Chinese teachers. Atlanta, GA.
- Li, S.** (2005 June). The evolution of Chinese characters. Lecture for CPS (Chicago Public Schools) delegation visiting Beijing Language and Culture University. Beijing, China.
- Li, S.** (2005 Nov.). An introduction to developmental interlanguage pragmatics. The First Academic Symposium of College of Humanities and Social Sciences, Beijing Language and Culture University. Beijing, China.

### **Teaching**

**Georgia State University** (Fall 2011 – Present)

*Chinese program coordination*

Responsibilities include delineating program goals and curriculum objectives, developing language and content courses, recruiting students, developing/refining instructional materials (e.g., syllabi, tests, quizzes, assignments, etc.), supervising instructors/TAs, and working with the GSU Confucius Institute for for-credit Chinese course teaching.

*Undergraduate degree, minor, concentration developed*

B.A. in International Economics and Modern Language (Chinese concentration):

In collaboration with William Nichols, German Torres, and Department of Economics. Responsibilities include: developing CHIN courses for the program, taking a key role in writing program proposal, outlining program goals (Chinese section), etc.

Minor in Chinese language and culture: Sole developer of curriculum and proposal (2017), in consultation with William Nichols and German Torres.

Minor in Chinese studies: Proposal developed in collaboration with Andrew Wedeman and Kim Reiman. Responsibilities include: developing CHIN courses for the program, co-developing proposal (Chinese section), etc.

Chinese studies as an allied field of B.A. in Asian Studies: Proposal developed in collaboration with Andrew Wedeman and Kim Reiman. Responsibilities include: developing CHIN courses for the program, co-developing proposal (Chinese section), etc.

*Content courses taught*

CHIN 3080 Topics in Chinese Studies

CHIN 3081 Cultural dimensions of language learning

*Chinese language courses taught*

CHIN 1001 Elementary Chinese I

CHIN 2001 Intermediate Chinese I

CHIN 2002 Intermediate Chinese II

CHIN 3001 Advanced Chinese I

CHIN 3002 Advanced Chinese II

*New language & content course developed*

CHIN 3001 Advanced Chinese I

CHIN 3002 Advanced Chinese II

CHIN 3011 Chinese Culture and Society in Change: Advanced Reading & Writing

CHIN 3080 Topics in Chinese studies – C.T.W. (content course)

CHIN 3081 Cultural dimensions of language learning – C.T.W. (content course)

CHIN 4011 Chinese for International Business I

CHIN 4012 Chinese for International Business II

*Existing course refined / redeveloped*

CHIN 1001 Elementary Chinese I

CHIN 1002 Elementary Chinese II

CHIN 2001 Intermediate Chinese I

CHIN 2002 Intermediate Chinese II



*Guest lectures*

AL 8980 Current issues in SLA. Applied Linguistics. Topic: “L2 pragmatics instruction” (March 28, 2013).

New student orientation: China and the world. Aspects of the Chinese language (Fall 2011).

*Doctoral dissertation committee*

Dr. Merideth Hoagland (Applied Linguistics, GSU). Teacher Development and Task- and Genre-Informed Instruction in a University in Western China. Dissertation defended on Nov. 14<sup>th</sup>, 2016. I served on her dissertation committee.

Ms. Ziyi Geng (Applied Linguistics, GSU). Managing young Chinese learners’ classroom: Case study of CFL teachers in US school. Doctoral Dissertation Proposal defended on Sep. 27, 2016. Dissertation Defended on Apr. 2, 2018. I served on her dissertation committee.

Ms. Qiong Li (Second Language Acquisition, Carnegie Mellon University). Usage-based approaches to pragmatic development in computer-mediated communication (CMC): Use of sentence final particles among learners of Chinese as a foreign language. Ph.D. dissertation proposal defense May 9<sup>th</sup>, 2017. Dissertation defense on May 4<sup>th</sup>, 2018.

*Guided student presentations*

Ryver, K. (2015 April 10). The terracotta warrior of Xi’an and the significance of Han purple. Paper presented at the WLC Annual Undergraduate Research Forum.

Chen, C.Y. (2015 April 10). Important Chinese festivals. Paper presented at the WLC Annual Undergraduate Research Forum.

Gallman, Reed. (2014 March). (Title TBA by the student). Paper presented at the MCL Annual Undergraduate Research Forum.

Obe, Emmanuel (2013 April). Conflict and Corruption in China: An Examination. Paper presented at the MCL Annual Undergraduate Research Forum.

Smith, Luke (2013 March). The Acquisition of *Tú* and *Usted* by English Speakers: A Study of Non-Native Knowledge and Usage of Forms of Address. Paper presented at GSU’s Undergraduate Research Forum.

**Service to the Profession***Tenure & Promotion Evaluation*

2018 June. Evaluator of Dr. Shu-ling Wu (University of Southern Illinois) for Tenure and Promotion to the rank of Associate Professor.

*Award Committee*

2018 May. Award Committee of the Chinese Language Teachers Association (CLTA) – U.S.A. Responsibilities include evaluating the 11 proposals submitted to the Jiede Empirical Research Award.

2017 July. ACTFL Pimsleur Award Committee Member. Responsibilities include commenting on the strength and weakness of eight candidate articles for the

award and participating in committee discussions.

*Applied Linguistics Monograph Series (graduate level textbooks) planning & editing*

2010 August – Present. Co-planner (in collaboration with Professor Jianqin Wang at Beijing Language and Culture University) for the Applied Linguistics Monograph Series (designed for graduate students in China) to be published by the Commercial Press in Beijing, China. Responsibilities include developing monograph series plans, contacting authors, inviting peer reviewers, reviewing monograph proposals, and organizing and attending regular meetings, etc.

*Editorial broad member*

2015 October – present. Editorial broad member for *Applied Pragmatics*.

Published by John Benjamins.

2015 January – 2016. Editorial Advisory Broad member for the book entitled

*Preparing Foreign Language Teachers for Next-Generation Education*,

edited by Chin-Hsi Lin, Dongbo Zhang, and Binbin Zheng. IGI Global.

2014 February – Present. Editorial board member for *Studies in Chinese*

*Language and Teaching* (sponsored by Carnegie Mellon University).

2012 August – Present. Associate Editor for *Higher Education of Social Sciences*.

*Advisory board member*

2018 April – present. Board of Directors. Chinese Language Teachers

Association – U.S.A.

2012 January – present. Board of advisors. The Georgia Chinese Language

Educators (GCLE).

*Manuscripts & abstracts review*

3rd International Business Chinese Language Conference: 2012

American Association for Applied Linguistics Conference: 2015, 2012, 2011

*Applied Linguistics*: 2013, 2009

*Chinese as a Second Language (CSL)*: 2018, 2016

*Chinese as a Second Language Research (CASLAR)*: 2014

*Higher Education of Social Science*: 2012

*ITL - International Journal of Applied Linguistics*: 2018

*Journal of Chinese Language Teachers' Association*: 2013

*Journal of Pragmatics*: 2016

*Language, Culture and Curriculum*: 2012

*Language Learning*: 2012, 2011

*Language Teaching and Linguistics Studies* 《语言教学与研究》 2017, 2016

*Modern Language Journal*: 2018, 2015

Peking University Press: 2011

Second Language Research Forum: 2013, 2012

*Southern African Linguistics and Applied Linguistics Studies*: 2015

*Studies in Second Language Acquisition (SSLA)*: 2017

*Studies on Second Language Learning and Teaching (SSLLT)*: 2018, 2016

*Studies in Chinese Learning and Teaching*: 2017, 2016, 2015, 2014

*System*: 2017, 2016, 2015, 2014, 2013

## **Mizuki Mazzotta**

3605 Woodlark Dr. NE, Roswell, GA 30075, USA

(678) 672-7106    mmazzotta@gsu.edu

### **EDUCATION**

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#### **Ph.D. in Applied Linguistics**, Georgia State University, 2017

Area of concentration: Second language acquisition and second language writing

Advisor: Prof. Diane Belcher

Dissertation: *The impact of dialogic corrective feedback on L2 Japanese writers' linguistic and affective outcomes*

#### **M.A. in Linguistics**, McGill University, Montreal, Canada, 2005

Area of concentration: Second language acquisition of syntax

Advisor: Prof. Lydia White

Thesis: *L2 acquisition of Japanese case drop*

#### **M.A. in Applied Linguistics**, University of South Florida, 1997

Area of concentration: TESOL

Thesis: *An investigation into the adaptability of the communicative language teaching method for students of English in Japan*

#### **B.A. in English Literature**, Soka University, Tokyo, Japan, 1995

### **TEACHING AND ADMINISTRATIVE EXPERIENCE**

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#### **Georgia State University (Atlanta, GA)**

Japanese Coordinator, Department of World Languages and Cultures, 2015-present

Interim Director, GSU Osaka University Exchange Program, 2015-present

Director, GSU Soka University Exchange Program, 2010- present

Director, GSU Study Abroad Program in Tokyo, 2010- 2011

Instructor, Japanese, 2008- present

Elementary Japanese I, II

Advanced Japanese I, II

Intensive Elementary Japanese

Intensive Grammar Review

Japanese Language and Society

Reading and Writing in Japanese

#### **Kennesaw State University (Kennesaw, GA)**

External Examiner, Critical Languages Program: Japanese, 2007-2009

**Georgia Perimeter College (Clarkston, GA)**

External Examiner, Critical Languages Program: Japanese, 2007-2008

**McGill University (Montreal, Canada)**

Graduate Teaching Assistant, Japanese, 2005

Japanese: Level I

Graduate Teaching Assistant, Linguistics, 2003

Introduction to the Study of Language

**Soka University (Tokyo, Japan)**

Part-Time Lecturer, English, 1998-1999

Communication Skills in English

**University of South Florida (Tampa, FL)**

Instructor (Graduate teaching assistant), Japanese, 1996-1997

Modern Japanese I, II

Instructor (Graduate teaching assistant), the English Language Institute, 1997

Literature I

Study Strategies II

**PUBLICATIONS**

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Mazzotta, M. & Belcher, D. (accepted for Summer 2018). Social-emotional outcomes of corrective feedback as mediation on second language Japanese writing.

*Journal of Cognitive Education and Psychology.*

Mazzotta, M. & Chiesa, D. (forthcoming). The role of learner affect in L2 Japanese writing tutorials.

In N. Yigitoglu & M. Reichelt (Eds.), *L2 writing in non-English languages*. Bristol, UK: Multilingual Matters. (Refereed)

Mazzotta, M. (2017). Tabunka kyooosee syakai ni okeru roomazi hyooki no hituyooosee (The critical role of Romanization in a multicultural Japan). In J. Unger, A.

Kayasima, & Y. Takatori (Eds.), *Kokusaika zidai no nihongo o kangaeru: nihyooki syakai e no tenboo* (pp. 107-124). Tokyo, Japan: Kuroshio.

Mazzotta, M. (2014). Nihongo to iu kotoba o roomazi to iu mozi de osieru (Teaching Japanese using the Romanization). *Kotoba to Mozi*, 3, 18-27. Tokyo, Japan: Nihon no Roomazisya.

Mazzotta, M. (2005). L2 acquisition of Japanese case drop. *McGill Working Papers in Linguistics*, 3(2), 1-19.

Yoo, M., Kayama, Y., Mazzotta, M., & White, L. (2001). Case drop in L2 Japanese. *Proceedings of the 25<sup>th</sup> Annual Boston University Conference on Language Development*, 825-834.

### **REFEREED CONFERENCE PRESENTATIONS**

- Mazzotta, M., & Belcher, D. (2018, invited). Affective outcomes of corrective feedback as mediation on second language Japanese. In M.E. Poehner (Chair), *Dynamic Assessment of first and second language and literacy development*. Symposium conducted at the International Association for Cognitive Education and Psychology XVI Biennial International Conference, Guadalajara, Mexico
- Mazzotta, M. (2017). Sociocultural approach to corrective feedback on L2 Japanese writing. Presented at the Emory College Language Center Teaching and Learning Second Languages as a Process of Discovery Conference, Atlanta, GA.
- Mazzotta, M. (2016). The effectiveness of dialogical corrective feedback in L2 Japanese writing. Presented at Symposium on Second Language Writing 2016, Phoenix, AZ.
- Mazzotta, M. (2016). Japanese as a foreign language learners' response to Vygotskian dialogic CF in L2 writing. Presented at the American Association for Applied Linguistics Annual Conference, Orlando, FL.
- Mazzotta, M. & Chiesa, D. (2015). The impact of Vygotskian dialogic corrective feedback on second language writers. Presented at the Second Language Research Forum 2015, Atlanta, GA.
- Mazzotta, M. (2015). Effects of dialogic corrective feedback on learners' accuracy gain in L2 Japanese writing. Presented at the Asian Conference on Language Learning, Kobe, Japan.
- Mazzotta, M. (2014). On teaching Japanese with the Roman alphabet. Presented at the Department of Modern and Classical Languages Student Conference, Georgia State University, Atlanta, GA.
- Mazzotta, M. (2013). Effects of proficiency level on linguistic gains and self-perception of language learning during study abroad. Presented at Second Language Research Forum 2013, Provo, UT.
- Mazzotta, M. (2009). An investigation into the adaptability of the communicative Language teaching method for students of English in Japan. Presented at the 6<sup>th</sup> Annual Southeast Coastal Conference on Languages & Literatures, Statesboro, GA.
- Mazzotta, M. (2005). L2 acquisition of Japanese case drop. Presented at the 5<sup>th</sup> Annual Conference of Japan Second Language Association, Osaka, Japan.
- Yoo, M., Kayama, Y., Mazzotta, M., & White, L. (2001). Restrictions on L2 case drop. Presented at the Pacific Second Language Research Forum, Honolulu, HI.
- Yoo, M., Kayama, Y., Mazzotta, M., & White, L. (2000). Case drop in L2 Japanese. Presented at the 25<sup>th</sup> Annual Boston University Conference on Language Development, Boston, MA.

### **INVITED TALKS**

- Mazzotta, M. (2015). Effects of Dialogic Corrective Feedback on Learners' Accuracy Gain in L2 Japanese Writing. Presented in Asian Studies Center Brown Bag Lunch Series. Georgia State

University.

Mazzotta, M. (2013). Effects of proficiency level on linguistic gains and self-perception of language learning during study abroad. Presented in Asian Studies Center Brown Bag Lunch Series. Georgia State University.

## **RESEARCH PROJECT**

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### **Georgia State University (Atlanta, GA)**

Principal Investigator: *The validity of JLPT gap-filling (or rational deletion cloze) test: A process-oriented approach*. Grant funded by the Center for Urban Language Learning and Teaching (Title VI Language Resource Center), Georgia State University, 2015-2016

## **HONORS, AWARDS, AND GRANTS**

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Member, Golden Key International Honour Society, 2014-present

Member, Phi Beta Delta, Honor Society for International Scholars, Alpha Lambda Chapter, 2012-present

Recipient (with Soka University), Ministry of Education of Japan Study Abroad Grant, for 1,280,000 yen (approximately US\$16,000) as student scholarship, 2012

Recipient, Georgia State University Asian Studies Center small faculty grant, 2013, 2015

Recipient, Government of Canada Awards, for \$46,700. 1999-2001

## **INTERNATIONAL PROGRAM DEVELOPMENT**

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### **Georgia State University (Atlanta, GA)**

Developer, Academic Exchange Program with Soka University, Tokyo, Japan  
Met with Soka faculty and negotiated the content of the agreement

Developer, Summer Study Abroad Program in Tokyo  
Designed the program, discussed cost and logistics of program with the hosting institution, Soka University

## **SERVICE TO THE PROFESSION**

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Interviewer, The Japan Exchange Teaching Program (Consulate General of Japan in Atlanta), 2017 <https://jetprogramusa.org/>

Peer Reviewer, *International Journal of Intercultural Relations*, 2017

<https://www.journals.elsevier.com/international-journal-of-intercultural-relations/>

Peer Reviewer, *Dimensions Journal*, 2015

<http://scolt.org/index.php/publications/dimension/26-publications/39-scolt-publications>

Senior Reviewer, The Asian Conference on Language Learning, 2014

<http://iafor.org/iafor/conferences/acll2015/>

## **SERVICE TO THE UNIVERSITY**

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Organizer, Consulate General of Japan Workshop. Organized a workshop to promote the government sponsored Japan Exchange Teaching Program among students of Japanese, 2016-2017

Chair, Search Committee for Japanese Visiting Instructor Position, 2013-2015

Reviewer, Global Experience Scholarship, 2012

Organizer, Asian Studies Center Guest Speaker Talk. Invited a Japanese culture specialist, discussed cost and logistics with the speaker, and helped arrange his travel and stay in Atlanta, 2011

Organizer, Asian Studies Center Guest Speaker Talk. Invited Dr. Mariko Honma of Soka University, discussed cost and logistics with the speaker, and provided transportation for her in Atlanta, 2014

Organizer, Asian Studies Center Guest Speaker Talk. Invited Dr. Takehiro Usui of Soka University, discussed cost and logistics with the speaker, and provided transportation for him in Atlanta, 2014

## **SKILLS**

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- Japanese (Native)
- English (Near native)
- Italian (Conversant)
- Qualitative Data Analysis Software – NVivo
- Statistical Analysis Software – SPSS
- Course Management System – iCollege

# Hakyoon Lee

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## CURRENT POSITION

Korean Program Director, Lecturer, The Department of World Languages and Cultures,  
Georgia State University, Atlanta, Georgia

## EDUCATION

- 2014 Ph.D., Second Language Studies University of Hawai'i at Mānoa, Honolulu, HI  
Dissertation: *Creating Spaces to Belong: Multiparty Storytelling among Transnational Women in Hawai'i*. Dissertation Chair: Dr. Christina Higgins
- 2009 Advanced Graduate Certificate, Second Language Studies, University of  
Hawai'i at Mānoa, Honolulu, HI
- 2008 M.A., Second Language Studies (Specialization: Language and Social  
Interaction) University of Hawai'i at Mānoa, Honolulu, HI  
Scholarly Paper: "I am a 'kirogi' mother, so this is my job, not father's!":  
Education exodus and life transformation among Korean immigrant women
- 2005 B.A., English Language and Literature, Chungbuk National University,  
Cheong-ju, South Korea

## RESEARCH INTERESTS

Multilingualism and identity, Language and gender, Globalization, Discourse analysis and  
qualitative methodologies, Family language policy, Race and Ethnicity in language teaching,  
Language use in social media, and Classroom Discourse

## PUBLICATIONS

### Refereed Journal Articles

- Lee, H. & Choi, B. (2018). A Geolocate Linguistic Landscape Project in Korean Language  
Education, *International Journal of Korean Education*, 4(1), 25-49.
- Lee, H. (2015). Telling stories and making social relations: Transnational women's ways of  
belonging in intercultural contexts, *Applied Linguistics*, 36(2), 174-193.
- Lee, H. (2010). "I am a *Kirogi* mother, so this is my job, NOT father's!": Education exodus  
and life transformation among Korean immigrant women. *Journal of Language,  
Identity, and Education (JLIE)* 9(4), 250-264.
- Lee, H. (2010). Globalization, Korean diasporas, and transnational mothering: Exploring the  
narratives of Korean *kirogi* mothers in Honolulu, Hawaii. Proceedings of the 6th  
International Workshop on Korean Studies at Yonsei University, Seoul, South  
Korea.



- Lee, H. (2007). "Globalization and familism in Korean *Kirogi* Mothers." International Society of Korean Studies (ISKS), London, August 13-15 Paper proceeding in 8<sup>th</sup> International Society of Korean Studies.
- Lee, H. (2007). "Familism and Korean immigrant mothers' empowerment and disempowerment in Honolulu." Paper proceeding in 11<sup>th</sup> Annual Graduate Student Conference of the College of Languages, Linguistics, and Literature.

### **Refereed Book Chapters**

- Kim, M., Lee, H., & Kim, Y. (2017). "Learning of Korean honorifics through collaborative tasks: Comparing heritage and non-Heritage speakers." In Taguchi, N., & Kim, Y. (Eds.). *Pragmatics from a Task-Based Language Teaching perspective* John Benjamins TBLT series.
- Higgins, C., Furukawa, G., & Lee, H. (2016) "Teaching less commonly recognized languages on YouTube" in S. Leppänen, S. Kytölä, & E. Westinen (Eds.). *Discourse and identification: Diversity and heterogeneity in social media practices*.
- Lee, H., & Choi, B. (submitted). "From Little Korea to Real Korea: A Geolocate Linguistic Landscape Project in Korean Language Education" In Dubreil, S., Malinowski, D., Hiram, M. (Eds.). *Language Teaching in the Linguistic Landscape*, Springer as part of the Educational Linguistics Series (under contract)

### **Book Review**

- Lee, H. (in press). A review of Schwartz, M., & Verschik, A. (Eds.). (2013). *Successful family language policy: Parents, children and educators in interaction* (Vol. 7). Springer Science & Business Media, will be appear in the *International Journal of the Sociology of Language* titled *Language, Heritage, and Family: A Dynamic Perspective*.

### **Refereed Journal Articles (Under Review)**

- Lee, H., Kim, Y., Choi, B. (revision). Study Abroad, Social Network, and Identity: The case of 1.5 generation of Korean-American students
- Lee, H. (under review) "Because you ate too much adobo!": telling stories, sharing cultures, and constructing identities at a multilingual workplace.
- Kim, M., Lee, H., Kim, Y. (under review) Learning of Korean Honorifics through Collaborative Tasks: Comparing Heritage and Non-Heritage Speakers.

### **Publications in Preparation**

- Lee, H. (in preparation). "Konglish? or Multilingual Practice?": An investigation of subtitles in Korean TV shows," [Targeted for *Journal of Asian Pacific Communication*]
- Lee, H. (in preparation). Family Language Policies, Language Practices, and Challenges in Korean Immigrant Families. [Targeted for *International Journal of Bilingual Education and Bilingualism*]
- Lee, H. (in preparation). Race and Ethnicity in Language Teaching: cases of native teacher of English in Korean [Targeted for *Language Teaching Research*]

## **TEACHING**

- 2019 Honor's college course proposal was accepted (Summer 2019), *Bilingual Education: Theory and Practice* (Honors 3260) (\$ 5,000)
- 2018 Invited summer graduate course teaching, *Bilingual Education*, Yeonsei University, Seoul, South Korea
- 2016-Present Lecturer and Program Director, The Department of World Languages and Cultures, Georgia State University, Atlanta, Georgia.
- Courses taught**
- KRN 1001 Elementary Korean I
  - KRN 1002 Elementary Korean II
  - KRN 2001 Intermediate Korean I
  - KRN 2002 Intermediate Korean II
  - KRN 3001 Advanced Korean I
  - KRN 3002 Advanced Korean II
  - KRN 3011 Korean Proficiency Through Korean TV
  - KRN 4011 Business Korean
  - KRN 4995 Korean Language, Culture, and Society
- 2013-2016 Visiting Professor (position funded by Academy of Korean Studies & Korea Foundation) The Department of World Languages and Cultures, Georgia State University, Atlanta, Georgia.
- 2015 Guest Lecturer, Department of Russian and East Asian Languages and Cultures, Emory University, Atlanta, Georgia.
- Courses taught**
- EASW 250 Introduction to East Asian Studies
- 2012-2013 Part-time Lecturer, Department of Russian and East Asian Languages and Cultures, Emory University, Atlanta, Georgia
- Courses taught**
- KRN 201 Intermediate Korean I
  - KRN 202 Intermediate Korean II
- 2011-2013 Korean Specialist/Language Evaluator, Atlanta International School, Atlanta GA
- 2010-2011 Instructor, Second Language Studies, University of Hawai'i at Mānoa, Honolulu, HI
- Courses taught**
- SLS 312 Techniques in L2 Teaching Reading and Writing
  - SLS 380 Bilingual Education
  - SLS 303 Second Language Teaching
- 2008-2010 Instructor, McKinley Community School for Adults, Honolulu, HI Intermediate Immigrant ESL class

#### **AWARDS & GRANTS**

- 2018 **Faculty Teaching Fellowship**, Center for Excellence Teaching Languages, 2018-2019 (\$ 20,000)
- 2018 **Academy of Korean Studies Grant** for Developing a Workshop for K-12 Korean teachers (\$ 6,000)
- 2018 **STARTALK (PI)** "Development of Teacher Training Program and Student Language Immersion Program for Korean and Chinese." National Security

- Agency and The National Foreign Language Center” (\$ 112,000.00)  
(Program Director)-submitted but not awarded
- 2018 **Korea Foundation Grant** (PI) “Employment of Contract Faculty Member in Korean Language Project”, *Korea Foundation*, South Korea (\$24,162.50)
- 2017 **Korean Studies Research Grant** (PI) “Family Language Policies, Language Practices, and Challenges in Korean Immigrant Families.” *The Academy of Korean Studies* (\$ 24,000)
- 2017 **Korea Foundation Grant** (PI) “Employment of Contract Faculty Member in Korean Language Project”, *Korea Foundation*, South Korea (\$18,500)
- 2017 **STARTALK** (Co-PI) “Dual Language Immersion Summer Camp Teacher Training and Student Program Development,” National Security Agency and The National Foreign Language Center” (Program coordinator and Lead instructor) (\$ 111,675.00)
- 2017 **Research on the Challenges of Acquiring Language & Literacy** Supply and equipment funds, Georgia State University (\$1700)
- 2015 **CULTR** (Center for Urban Learning and Teaching Research). Research Funding for Korean Geolocate Language Landscape Project, National Foreign Language Resource Center (NFLRC), Georgia State University (\$ 3000)
- 2014 **ACTFL** (American Council on the Teaching of Foreign Languages) Rolando Hernandez Scholarship Fund
- 2014 **Asian Studies Center Faculty Professional Support Grant** to support Korean writing project, Georgia State University
- 2013 **Asian Studies Center Faculty Professional Support Grant** to support Korean geolocate learning project, Georgia State University
- 2013 **ACTFL** (American Council on the Teaching of Foreign Languages) Research grant for Korean as a Foreign Language Wring Project (Co-PI: Dr. Juyoung Song)
- 2013 **AAUW** (the American Association of University Women) International Fellowship (alternate, not awarded).
- 2013 **Dai Ho Chun Fund for Graduate Fellowships**, University of Hawai‘i at Mānoa.
- 2012 **Center for Faculty Development and Excellence Grant** (CFDE), Emory University
- 2012 **Masse-Martin Fund for Classroom Project**, Emory University
- 2012 **Research Grant**, Scholarly Inquiry and Research at Emory (SIRE) for Hiring research assistants, Emory University
- 2011 **Academy of Korean Studies (AKS) Korean Studies Grant** (Distinguished Paper Award) The Academy of Korean Studies (AKS), South Korea (\$3000)
- 2011 **The Korean Honor Scholarship** Embassy of the Republic of Korea in the United States of America (\$2500)
- 2011, 2010 **Center for Korean Studies Student Scholarships & Awards Fund**, University of Hawai‘i at Mānoa
- 2010 **East-West Center Graduate Degree Fellowship**, East-West Center, Hawaii, USA. (Awarded but declined)
- 2010 **Travel Award**, *Sociolinguistics Symposium 18*, Southampton, UK

- 2010 **Travel & Research Fund**, 6th International Workshop on Korean Studies at Yonsei University, Seoul, South Korea
- 2009 **The Ruth Crymes Fund**, Second Language Studies, University of Hawai‘i
- 2009 **Best Paper Award**, The 20<sup>th</sup> Annual University of Hawai‘i at Mānoa School of Pacific & Asian Studies (SPAS) Graduate Student Conference
- 2008 **Yong-Min Scholarship**, Korean Studies, University of Hawai‘i at Mānoa
- 2008 **Travel Grant**, Asian American Studies, University of Illinois at Urbana-Champaign for presenting at the *Chogi-Uhak* (early studying abroad) Conference
- 2007 **Graduate Student Organization Travel Grant**, University of Hawai‘i at Mānoa
- 2007 **Conference Travel Grant**, 8<sup>th</sup> International Society of Korean Studies
- 2006-2008 **Graduate Assistantship**, University of Hawai‘i at Mānoa
- 2005-2006 **International Ambassadorial Scholarship**, International Rotary Foundation (\$ 25,000)
- 2005 **Pacific Asian Scholarship**, University of Hawaii at Mānoa

#### SELECT CONFERENCE PRESENTATIONS

- 2018 Konglish? or Multilingual Practice?: An investigation of language commodification in Korean linguistic landscape, 10<sup>th</sup> Linguistic Landscape Workshop (X-scapes) University of Bern, Switzerland. (May 2-4).
- 2017 Family Acculturation, Language Practices, and Conflicts within Asian Immigrant Families, International Society for Language Studies (June 15-17)
- 2017 Learner Characteristics and Interactional Styles during Collaborative Writing Tasks: The case of Korean Heritage and Foreign Language Learners, The Seventh International Conference on Task-Based Language Teaching, Barcelona, Spain (April 19-21, Paper accepted)
- 2016 Konglish? or Multilingual Practice? : An investigation of subtitles in Korean TV shows. 21<sup>st</sup> American Association of Teachers of Korean, June 16-18, Emory University, Georgia.
- 2016 Learner-learner Interaction between Heritage and Foreign Language Learners during Collaborative Tasks, (co-authors: Minkyung Kim & YouJin Kim) 21<sup>st</sup> American Association of Teachers of Korean, June 16-18, Emory University, Georgia.
- 2016 “Linguistic Landscape Project in Korean Language Education: An investigation of multilingual language learning contexts (co-author: Bumyong Choi).” The 11<sup>th</sup> International Conference of Korean Language and Culture Education Society Language and Culture Education in a Multilingual and Multicultural Society, University of Southern California, January 29-30.
- 2016 “Effects of Collaborative Tasks on Learning of Korean Pragmatics: Comparing Heritage and Foreign Language Students.” American Association of Applied Linguistics (AAAL), Orlando, April 9-12.
- 2016 “Colloquium Look Around You!-Potential, Opportunities, and Challenges of Linguistic Landscapes in L2 Learning”, American Association of Applied Linguistics (AAAL), Orlando, April 9-12.

- 2016 "Language Learning, Social Belonging, and Transnational Identity in Study Abroad Context: The case of 1.5 generation of Korean-American Immigrants." American Association of Applied Linguistics (AAAL), Orlando, April 9-12.
- 2015 "Learning of Korean Honorifics through Collaborative Tasks: Comparing Heritage and Non-Heritage Speakers." Second Language Research Forum, October, 29-31
- 2015 "Commodification of language in the case of early study abroad Korean students in a University." Sociolinguistics Symposium, Hong Kong, June 3-6, 2015.
- 2015 "Linguistic Landscape Project in Korean as a Foreign Language Class." The 7<sup>th</sup> International Linguistic Landscape Workshop, University of California, Berkeley, May 7-9
- 2015 "Seoul Korea, Mexico City, and Takorea." Geolocate Linguistic Landscape Project in University Korean Language Classes, Georgetown University Round Table (GURT), Diversity and Super-diversity: Sociocultural linguistic perspectives, March 13-15
- 2015 "An investigation of Korean writing practices in social media," American Association for Applied Linguistics and Association Canadienne de Linguistique Appliquée 2015 Conference in Toronto, Ontario, Canada.
- 2014 "The Effect of Neoliberalism and Social Network In Korean Learners' Writing Practices and Development", 2014 ACTFL Research Plenary and Follow-Up Sessions, November 22, 2014, American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, Texas (presented with Dr. Juyoung Song).
- 2014 "Geolocate Learning-Mapping East Asian Cultures in US", 2014 ACTFL Presentation, November 22, 2014, American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, Texas, (presented with Mika Yamaguchi, Dr. Yu Li, and Dr. Bumyong Choi)
- 2014 "The Effects of Short-Term Study Abroad on Korean Language Learning: Comparing Heritage and Non-Heritage Speakers." Second Language Research Forum (SLRF), October 23-25, 2014, Columbia, South Carolina, (co-presented with Dr. YouJin Kim, Dr. Bumyong Choi, and Kyeongwon Yoon)
- 2014 "We have nothing much in our age, but English." Elderly ESL students' learning English as a leisure activity. In R. Kubota (organizer), *Hobbyist dimensions and cultural consumption of language learning: Implications for teaching*. Colloquium presented at the Association Internationale de Linguistique Appliquée (AILA), Brisbane, Australia, August 10-15.
- 2014 "The effects of short-term study abroad experience on Korean language learning: A longitudinal study." Paper presented at the annual meeting of the American Association of Teachers of Korean (AATK), Boston University, Boston, Massachusetts. (co-presented with Dr. YouJin Kim, Dr. Bumyoung Choi, and Kyeongwon Yoon)
- 2013 "Because you ate too much adobo!" De-authentication of Korean ethnicity at a transnational work place. participated in a panel presentation on *Authenticity and Language: Performing Korean at home and abroad*, American Anthropological Association (AAA), Chicago, Illinois, November 20-24.

- 2013 “Because you ate too much *kimchi* and *adobo*!” Telling stories, sharing cultures, and constructing identities at a work place. American Association of Applied Linguistics (AAAL), Austin, Texas, March 16-19
- 2012 “You are not 100% housewife, 50% is okay!: Telling Stories and Constructing Gendered Identities” East Asian Studies Research Roundtable, Emory University
- 2010 6<sup>th</sup> International Workshop on Korean Studies at *Yonsei* University, Seoul, South Korea, (Nomination as best paper by the Center for Korean Studies, University of Hawai‘i at Mānoa), Paper title: Globalization, Korean Diasporas, and Transnational Mothering: Exploring the Narratives of Korean *kirogi* mothers in Honolulu, Hawaii, June 29-July 2.
- 2010 “Transnational mothering and intercultural belonging: Exploring the Narratives of Korean *kirogi* mothers in Honolulu” Sociolinguistics Symposium 18, Negotiating Transnational Space and Multilingual Encounters, Southampton, UK, September 1-4.
- 2010 “Telling Stories, Breaking Margins: Immigrant ESL Learners’ Ways of Belonging in Intercultural Contexts”; American Association of Applied Linguistics (AAAL), Atlanta, GA, March 6-9.
- 2009 “‘I am a *kirogi* mother and actually I am all worn out inside.’ Exploring the Narratives of Korean Immigrant Women.” American Association of Applied Linguistics (AAAL), Denver, Colorado, March 21-24
- 2009 “Steering a Life Course under Globalization: A Comparative Study on the English Education Imaginary among Japanese and Korean Transnational Mothers in Honolulu”; the International Society for Language Studies (ISLS), Orlando, Florida, June 11-13
- 2008 “‘I am a *kirogi* mother, so this is my job, not father’s!’: Education Exodus and Life Transformation among Korean Immigrant Women.” South Korea’s Education Exodus: Risks, Realities, and Challenges, Asian American Studies, University of Illinois at Urbana-Champaign, March 21-24
- 2007 “Korean Immigrant Women’s Relocation and Life Transformation through Educational Practice.” Language Education and Diversity (LED), Hamilton, New Zealand, November, 21-24
- 2007 “‘Okay, anything else?’ ‘Yes, but not right now.’ ESL Students and Teacher’s Interaction in Post-Class Consultation.” Discourse and Cultural Practice (DCP), Sydney, Australia, November 29-30 and December 1
- 2007 “Globalization and Familism in Korean *Kirogi* Mothers.” 8<sup>th</sup> International Society of Korean Studies (ISKS), London, August, 13-15

## SELECT INVITED TALKS

- 2018 Invited talk, International Korean Studies, July, 13, Yonsei University, Seoul, South Korea
- 2016 Symposium on Commodification and Consumption of Language Education, University of Hong Kong, Hong Kong (July, 16-17)
- 2015 Methodological and Theoretical Consideration of Linguistic Landscape Asian and Middle Eastern Studies, Duke University (February, 19)

- 2012 Introduction to Second Language Acquisition, Linguistics, Emory University
- 2009 "Publishing in applied linguistics" Workshop Guest speaker, the Department of Second Language Studies, University of Hawai'i at Mānoa
- 2009 Department seminar series: SLS programs: "Clarifications, updates, and a few ideas for making the most of your SLS experience." the Department of Second Language Studies, University of Hawai'i at Mānoa
- 2009 "Narratives in Second Language Studies" Guest speaker in "SLS 660 Sociolinguistics and Second Language (Dr. Christina Higgins), University of Hawai'i at Mānoa
- 2009 "Interactional Narratives" Guest speaker in "SLS 678 Discourse Analysis" (Dr. Christina Higgins), University of Hawai'i at Mānoa
- 2009 "SLS 680R Qualitative Interviews" (Dr. Gabriele Kasper), University of Hawai'i at Mānoa
- 2008 "SLS 660 Sociolinguistics and Second Language" (Dr. Christina Higgins) University of Hawai'i at Mānoa Presentation on M.A. Scholarly Paper
- 2008 "WE (World English) Rock Destiny Project" Department Thursday Seminar (Brown Bag Talk), Second Language Studies, University of Hawai'i at Mānoa

## **ACADEMIC SERVICE**

### **Institutional Service**

- 2018 Affiliated Faculty, Institute for Women's, Gender, and Sexuality Studies, Georgia State University.
- 2016-Present Affiliated Faculty, Language and Literacy Initiative, Georgia State University.
- 2015-Present Affiliated Faculty, Center for Urban Language Teaching and Research, Georgia State University.
- 2016-Present Study Abroad Exchange Program Director, Georgia State University and *Jung-Ang* University, South Korea
- 2016-Present Advisor, Korean Entertainment Club, Georgia State University
- 2016-Present Recruitment Committee, Department of World Languages and Cultures, Georgia State University

### **Hiring Search Committee**

- 2017 Search Committee, Hiring Chinese permanent lecturer in the Department of World Languages and Cultures, Georgia State University.
- 2017 Search Committee, Hiring Japanese permanent lecturer in the Department of World Languages and Cultures, Georgia State University.

### **Academic Committee**

- 2017 Academic Committee, The Globe Academy Dual Language School, Atlanta Georgia.

### **Professional Service**

- 2014-2017 Abstract Reviewer, the American Association of Applied Linguistics (AAAL).
- 2014 Journal Reviewer, Korean Society for Language and Information, 19.

- 2011 Panel Member, Teaching Assistant Training, sponsored by the Center for Teaching Excellence, University of Hawai‘i at Mānoa
- 2010-2011 Social VP, Korean PhD student organization in Second Language Studies, University of Hawai‘i at Mānoa
- 2009 Translator, Hawai‘i International Film Festival
- 2008 Student Council Advisor, McKinley Community School for Adults
- 2008 Mentor, International Student Service, University of Hawai‘i at Mānoa
- 2006 Abstract Reader, 10<sup>th</sup> Annual Graduate Student Conference of the College of Languages, Linguistics, and Literature

## PROFESSIONAL MEMBERSHIPS

American Association of Applied Linguistics (AAAL)  
 American Association of Korean Teachers (AATK)  
 American Anthropological Association (AAA)  
 Association for Asian Studies (AAS)

## REFERENCES

- Higgins, Christina  
 Professor  
 Department of Second Language Studies,  
 University of Hawai‘i at Mānoa  
 East-West Rd .Honolulu, HI 96822  
 (808) 956-2785  
[cmhiggin@hawaii.edu](mailto:cmhiggin@hawaii.edu)
- Kasper, Gabriele  
 Professor  
 Department of Second Language Studies,  
 University of Hawai‘i at Mānoa  
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- Kim, YouJin  
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Shuai, Li

Associate Professor  
The Department of World Languages and Cultures  
Georgia State University  
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GEORGIA STATE UNIVERSITY

**GEORGIA STATE UNIVERSITY CENTER FOR  
URBAN LANGUAGE TEACHING AND  
RESEARCH**

---

LRC Proposal Submission for CFDA NUMBER 84.229A

PI William J. Nichols

**APPENDIX B**

**Position Descriptions**

## Description of CULTR Positions

The faculty and staff who will comprise the professional core of CULTR have achieved international reputations for expertise, outreach, research, coordination, and distinction in their respective fields. They have demonstrated excellence and innovation in the advancement of research in language education, language research, language assessment, program evaluation, instructional design and technology, technology development, and in linking languages to real-world applications, such as global human rights, economic development, and equity in educational opportunity. For more information, please review the CVs in the Appendix A.

The **LRC Director** (*Dr. William Nichols; 10% Calendar-Year-Effort*) is responsible for general CULTR Direction, Project Scope and Vision, University Relations, Community Relations, and general oversight of all CULTR Initiatives.

The **Managing Director** (*Kristy Winkler; 100% Calendar-Year-Effort*) oversees the daily operations of CULTR, including management of student workers, project management, meeting and event coordination, dissemination of information, correspondence, scheduling, and purchasing, networking and outreach to expand CULTR's reach and create new partnerships, well as other duties as requested by the Director.

The **Director of Communications and Data Analytics** (*David Cotter; 100% Calendar-Year-Effort*) maintains and enhances the CULTR website; integrates new technologies; leverages insights through the use of learning analytics; develops, edits, and publishes multimedia content such as CULTR's presentations, event videos, and digital campaigns; creates and supervises the development and design of printed materials; oversees social media development; assists the project leaders with the technology aspects of their projects; and supervises the work of graduate student developers.

The **Instructional Technology Lead** (*Patricia Nolde; 10% Calendar-Year-Effort*) directs professional development activities, including workshops and webinars, and coordinates and directs development of materials for all training modules or instruction manuals related to CULTR initiatives.

The **Budget Manager** (*Tim Jansa; 10% Calendar-Year-Effort*) oversees all financial aspects of CULTR's budget, including payroll, account reconciliation, and budget projections, post-award grant management, supplier management, invoicing, and expense reporting.

GEORGIA STATE UNIVERSITY

**GEORGIA STATE UNIVERSITY CENTER FOR  
URBAN LANGUAGE TEACHING AND  
RESEARCH**

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LRC Proposal Submission for CFDA NUMBER 84.229A

PI William J. Nichols

**APPENDIX C**

**Letters of Support**

## **Appendix C: Letters of Support**

### **Georgia State Partners**

Title III-V Designation .....	1
Office of the President .....	3
Office of the Provost .....	5
College of Arts & Sciences .....	6
College of Education & Human Development .....	8
Office of International Initiatives .....	9
Center for International Business Education & Research .....	11
Office of the Vice President for Student Success .....	13
Confucius Institute .....	14
Center for Excellence in Teaching & Learning .....	16
Alonzo A. Crim Center for Urban Educational Excellence .....	18

### **Policymaker Partners**

Governor Nathan Deal .....	20
Senator Johnny Isakson .....	21
Senator David Perdue .....	22
Congressman Earl L. “Buddy” Carter .....	23
Congressman John Lewis .....	25
World Languages & Workforce Initiatives, Georgia Department of Education .....	26
Georgia Department of Economic Development .....	28
City of Atlanta, Office of the Mayor .....	29

### **K-16 Educational Institutions & Organizations**

American Council on the Teaching of Foreign Languages .....	31
Association of Departments of Foreign Languages .....	32
American Councils for International Education .....	34
University of Kansas .....	35
Southern Conference on Language Teaching .....	37
Fulton County Schools .....	38
Gwinnett County Public Schools .....	39
Atlanta Public Schools .....	40
Cobb County School District .....	41
Wesley International Academy .....	42
Forsyth County Schools .....	44
Korean Education Center, Consulate General of the Republic of Korea .....	46

### **International Business Partners**

World Affairs Council of Atlanta .....	47
World Trade Center, Atlanta .....	49
Metro Atlanta Chamber .....	50
Mercedes-Benz USA, LLC .....	52

**Letters of Collaboration from other LRCs**

The Center for Advanced Research on Language Acquisition.....53

Center for Educational Resources in Culture, Language & Literacy .....54

National Foreign Language Resource Center .....55



**U.S. Department of Education  
Office of Postsecondary Education**

**OPEID: 00157400**

**Georgia State University  
Atlanta, GA**

**FY: 2018**

**Print Date: 02/20/2018**

We are pleased to inform you that your recent request for designation as an eligible institution under Titles III and V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA), is approved. Subject to the specific program requirements, your institution may apply for a new grant under any of the Titles III and V programs.

As a result of receiving this designation, your institution is also eligible for a waiver of the non-Federal share matching requirements under the Federal Work Study Program (FWS), the Federal Supplemental Educational Opportunity Grant Program (FSEOG), and the TRIO Student Support Services Program under Title IV of the HEA, as well as the Undergraduate International Studies and Foreign Language Program authorized by Title VI of the HEA.\*

The eligibility for a waiver of the non-Federal share matching requirements applies for a one-year period beginning July 1, 2018. The offices within the Department of Education that administer those specific programs will handle the waiver of the cost sharing. You must apply for eligibility designation annually.

\*NOTE: Branch campuses are not eligible for the waiver of the non-Federal share matching requirements.

Please retain this letter as evidence of your eligibility and for an adequate audit trail.

If you have questions concerning this designation, please contact Christopher Smith at [Christopher.Smith@ed.gov](mailto:Christopher.Smith@ed.gov) or (202) 453-7946 or Jason Cottrell, Ph.D. at [Jason.Cottrell@ed.gov](mailto:Jason.Cottrell@ed.gov) or (202) 453-7530. If you have questions concerning the waiver of the non-Federal share matching requirements for FWS or FSEOG, please contact the Campus-Based Call Center at [CBFOB@ed.gov](mailto:CBFOB@ed.gov) or (877) 801-7168.

Sincerely,

James E. Laws, Jr., Ed.D.  
Director, Strengthening Institutions Program



OFFICE OF THE PRESIDENT

P.O. Box 3999  
Atlanta, GA 30302-3999

Phone 404-413-1300  
Fax 404-413-1301



June 19, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the President of Georgia State University, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's Center for International Business Education and Research (CIBER), College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Carolyn Collins, Program Officer

Page Two

June 19, 2018

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,



Mark P. Becker, Ph.D.

President

Mailing Address:  
P.O. Box 3999  
Atlanta, GA 30302-3999

Phone 404-413-2574  
Fax 404-413-1301

June 18, 2018



Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Senior Vice President of Academic Affairs and Provost at Georgia State University, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

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- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,

A handwritten signature in blue ink that reads "Risa Palm".

Risa Palm  
Senior Vice President of Academic Affairs and Provost



Sara Rosen, Ph.D.  
Dean

Mailing Address:  
PO Box 4038  
Atlanta GA 30302-4038

In Person:  
25 Park Place, 25th floor  
Atlanta GA 30303

Tel 404-413-5488  
Fax 404-413-5124  
Email srosen@gsu.edu



June 13, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear Ms. Collins,

As the Dean of the College of Arts and Sciences at Georgia State University, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend support to CULTR's vision and mission by contributing 50% of the salary for the Project Coordinator (\$26,000) for up to four years.

Sincerely,

A handwritten signature in blue ink, appearing to read "S.T. Rosen", with a stylized flourish at the end.

Sara T. Rosen

Mailing Address:  
P.O. Box 3980  
Atlanta, GA 30302-3980

In Person:  
30 Pryor Street  
Atlanta, GA 30303

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June 18, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Associate Dean for the College of Education & Human Development, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has provided quality annual professional development and instructional support for language educators through workshops and the development of resources; developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness; hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities; leveraged its resources to obtain other federal grants like STARTALK; created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and contributed to innovative research on such topics as geolocator linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Walter R. Thompson'.

Walter R. Thompson, Ph.D.  
Regents' Professor and Associate Dean for Research & Graduate Studies

**Mailing Address:**  
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Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Associate Provost for International Initiatives at Georgia State University, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;

- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. The Office of International Initiatives at GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research, and will contribute \$2,500 per year towards expenses for the Global Languages Leadership Meeting for the duration of the grant. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,



Dr. Wolfgang F. Schlör  
Associate Provost for International Initiatives



S. TAMER CAVUSGIL, Ph.D.

Fuller E. Callaway Professorial  
Chair

Director,  
Institute of International  
Business

Editor, *Advances in  
International Marketing*



INSTITUTE OF  
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Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

This is to enthusiastically endorse the Title VI NFLRC grant renewal application for the ***Center for Urban Language Teaching and Research (CULTR)*** at Georgia State University for the 2018-2022 funding cycle.

Having observed the activities, and actually collaborated with CULTR over its first cycle of funding, I can say, without hesitation, this center has created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum. Given Georgia State University's aspirations, this impact has been especially critical for first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Clearly, CULTR has accomplished much over the past several years. To cite a few, the Center has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's ***Global Language Leadership Meeting*** to advance language education and global skills for language learners' workforce readiness;

- hosted 3,000+ high school students at the annual ***World Languages Day*** event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; in addition to our own ***Center for International Business Education and Research*** (CIBER) and others.
- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor.

Georgia State University is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend GSU CIBER's full support to CULTR's vision and mission.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, reading "S. Tamer Cavusgil". The signature is written in a cursive, flowing style.

S. Tamer Cavusgil

Mailing Address:  
P.O. Box 3961  
Atlanta, GA 30302-3961

In Person:  
75 Piedmont Avenue, NE  
Suite 1100  
Atlanta, GA 30303

Phone 404-413-2575  
Fax 404-413-2602



Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Senior Vice President of Student Success at Georgia State University, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission by funding a Student Innovation Fellow at \$16,000 each year for the next two years.

Sincerely,

A handwritten signature in cursive script that reads 'Timothy M. Renick'.

Timothy M. Renick, Ph.D.  
Sr. Vice President for Student Success and Professor

**Mailing Address:**  
P.O. BOX 3961  
Atlanta, GA 30302

**In Person:**  
75 Piedmont Avenue, Suite 926  
Atlanta, GA 30303

Phone: 404/413-2530  
Fax: 404/413-2537  
E-mail: [oii@gsu.edu](mailto:oii@gsu.edu)  
Web: [ci.gsu.edu](http://ci.gsu.edu)



Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Managing Director of the Confucius Institute at Georgia State University, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.

- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research.

It is my pleasure to lend my organization's full support to CULTR's vision and mission. As a sign of our support, we have committed to sponsor \$2,500.00 for CULTR's 2018 World Languages Day.

Sincerely,



Kimberly Henshaw  
 Managing Director  
 Confucius Institute  
 Georgia State University  
 75 Piedmont Ave. NE, Suite 926  
 Atlanta, Georgia 30303  
[kgriffin25@gsu.edu](mailto:kgriffin25@gsu.edu) (E-mail)  
 (404) 413 – 5299 (Office)

P.O. Box 3994  
Atlanta, GA 30302-3994  
Phone 404-413-4700



Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Senior Director of Learning Innovations at GSU's Center for Excellence in Teaching & Learning (CETL), I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

CETL is dedicated to increasing the quality of learning both at our institution and throughout our community. With this mission in mind, we are happy to continue our support of the CULTR initiative, including providing 50% of the salary for a learning technology support professional.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

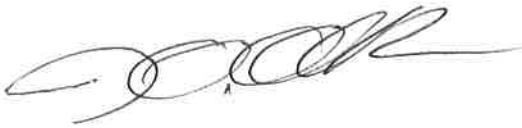
Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.

- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,

A handwritten signature in black ink, appearing to read 'Julian O. Allen', with a stylized, flowing script.

Julian O. Allen, PhD  
Senior Director, Learning Innovations  
Center for Excellence in Teaching and Learning  
Georgia State University





Carolyn Collins, Program Officer

U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Director for the Alonzo A. Crim Center for Urban Educational Excellence in the College of Education and Human Development at Georgia State University, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Relatedly, the mission of the Alonzo A. Crim Center for Urban Educational Excellence is to optimize the life opportunities of children (throughout the K-16 continuum) and their families in urban communities by ensuring the availability of a prosperous and equitable school environment through community engagement and opportunity creation, research, and educational development and support. We find the objectives and goals of CULTR greatly align with those of our center, particularly around creating opportunities for deeply underserved students and communities to participate in global culture and skills development.

We are very excited to partner with CULTR in creating a map of DLI schools and programs in the nation, starting in Atlanta. The Crim Center has done similar work mapping the STEAM (Science, Technology, Engineering, Arts and Math) programming in metro-Atlanta, which allowed us to use accurate data to analyze and respond to opportunity gaps in STEAM programming—which the lack thereof disproportionately has long-term consequences for underserved communities. Similarly, we feel that partnering with CULTR on the DLI map will allow us to address DLI opportunity gaps and



create data and research driven sustainable programming and opportunities for underserved communities in Atlanta and beyond.

In addition to the DLI mapping, through partnering with CULTR, we strongly feel that the relationships that the Crim Center has established within the Atlanta education and business communities will greatly support creating DLI-related programming in deeply underserved communities. Examples of the over 100 partnerships we have established over the last 20 years that will contribute to the CULTR-DLI program include:

- National JumpStart Early Literacy Program
- The Early College Program
- TEEMS (Technology, Engineering, Environmentalism, Math and Science) Americorp Program
- Boys and Girls Club, AT&T, GoogleFiber, Starbucks, GoodieNation, Atlanta Police Foundation, Department of Juvenile Justice, Communities in Schools, Atlanta Public Schools, Dekalb Public Schools and the Southern Education Foundation
- Spring 2019: CINEMA Film and ICT Program for Opportunity Youth (18-24 years old)

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. We are excited to partner with CULTR to continue to support excellent learning experiences that endeavor to close the opportunity gaps for all children/youth- especially those who have been historically and systemically marginalized and underserved. We, like CULTR, believe that rising water lifts all ships. Let's be that water for our young people. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,



Brian Williams, PhD

Director, Alonzo A. Crim Center for Urban Educational Excellence  
Clinical Professor, Department of Early Childhood and Elementary Education



STATE OF GEORGIA  
OFFICE OF THE GOVERNOR  
ATLANTA 30334-0900

Nathan Deal  
GOVERNOR

June 21, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear Ms. Collins,

I am writing in support the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Please give favorable consideration to this request for continuation funding. If my office can be of assistance regarding this request, please contact Morgan McCombs [mmcombs@georgia.gov](mailto:mmcombs@georgia.gov).

Sincerely,

A handwritten signature in black ink that reads "Nathan Deal".

Nathan Deal

JOHNNY ISAKSON  
GEORGIA

<http://isakson.senate.gov>

131 RUSSELL SENATE OFFICE BUILDING  
WASHINGTON, DC 20510  
(202) 224-3643

ONE OVERTON PARK  
3625 CUMBERLAND BOULEVARD, SUITE 970  
ATLANTA, GA 30339  
(770) 661-0999

## United States Senate

WASHINGTON, DC 20510

June 12, 2018

VETERANS' AFFAIRS  
CHAIRMAN

SELECT COMMITTEE ON ETHICS  
CHAIRMAN

FINANCE

HEALTH, EDUCATION,  
LABOR, AND PENSIONS

SUBCOMMITTEE ON  
EMPLOYMENT AND WORKPLACE  
SAFETY, CHAIRMAN

FOREIGN RELATIONS

SUBCOMMITTEE ON  
STATE DEPARTMENT AND USAID  
MANAGEMENT, INTERNATIONAL OPERATIONS,  
AND BILATERAL INTERNATIONAL  
DEVELOPMENT, CHAIRMAN

Ms. Carolyn Collins  
Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W.  
Mail Stop OPE 258-40  
Washington, D.C. 20202

RE: CFDA 84.229A

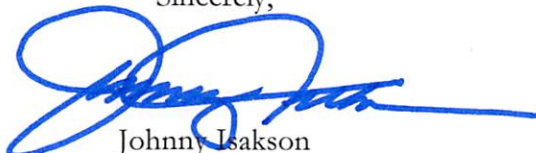
Dear Ms. Collins:

I am writing regarding Georgia State University and its application for the International and Foreign Education Language Resource Centers grant program administered by the U.S. Department of Education.

Georgia State University is applying for a renewal grant to continue operating its Center for Urban Language Teaching and Research (CULTR). CULTR is one of 16 National Foreign Language Resource Centers in the United States and the only one in the Southeast. CULTR seeks to improve students' career-readiness by asserting the importance of foreign language skills and cultural competence.

In respect for your established policies and procedures, I request that you give Georgia State University your consideration for this program. I would appreciate you keeping my office informed of the progress of this application and any grants awarded under this funding title. If you have any questions, please do not hesitate to contact my Grants Director Maureen Rhodes at (770) 661-0999.

Sincerely,



Johnny Isakson

## United States Senate

June 21, 2018

The Honorable Betsy DeVos  
Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary DeVos:

I write to you in support of Georgia State University (GSU) and their application for continued funding through the International and Foreign Language grant program. This grant is administered through the Office of International and Foreign Language Education underneath the United States Department of Education and listed as CFDA 84.229A.

Georgia State University's Center for Urban Language Teaching and Research (CULTR) is one of 16 National Foreign Language Resource Centers (NFLRC) in the United States and the only in the Southeast. Since its inception, GSU's CULTR has created a national model as a language resource center by promoting the teaching and learning of world languages, developing partnerships with over 200 diverse industry leaders, and contributing to innovative research on topics such as geolocate linguistic mapping and proficiency assessments of less commonly taught languages. They have also worked to establish a World Languages Day, which hosted over 3,000 high school students to raise awareness of the importance of languages and global skills, and STARTALK, a summer program for K-16 students and teachers that highlights best practices for language education and development. With continued funding from the Department of Education, GSU will be able to continue empowering their students and teachers, expand local and international partnerships, and enhance communities through CULTR's advocacy, outreach, and research.

In respect for your established policies and procedures, I ask that you give your full consideration to Georgia State University for this grant. I would appreciate you keeping my office informed of the progress of their application. If my office can be of further assistance, please do not hesitate to contact my Grants Director, Sarah Baska, at [sarah\\_baska@perdue.senate.gov](mailto:sarah_baska@perdue.senate.gov).

Kindest regards,



David Perdue  
United States Senator

DP:sb



**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-1001**

WASHINGTON OFFICE  
432 CANNON HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-5831

SAVANNAH OFFICE  
6602 ABERCORN STREET  
SAVANNAH, GA 31405  
(912) 352-0101

BRUNSWICK OFFICE  
1510 NEWCASTLE STREET  
BRUNSWICK, GA 31520  
(912) 265-9010

<http://BuddyCarter.House.gov>

June 13, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear Carolyn,

As the Representative for the First Congressional District of Georgia in the United States House of Representatives, I enthusiastically endorse the Title VI National Foreign Language Resource Center (NFLRC) grant renewal application for Georgia State University's (GSU) Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;

- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research.

It is my pleasure to lend my full support to CULTR's vision and mission. Thank you for your time and consideration.

Sincerely,



Earl L. "Buddy" Carter  
Member of Congress

JOHN LEWIS  
5TH DISTRICT, GEORGIA

SENIOR CHIEF DEPUTY  
DEMOCRATIC WHIP

COMMITTEE ON  
WAYS AND MEANS

CHAIRMAN,  
OVERSIGHT SUBCOMMITTEE

INCOME SECURITY  
AND FAMILY SUPPORT



Congress of the United States  
House of Representatives  
Washington, DC 20515-1005

WASHINGTON OFFICE:  
343 CANNON HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515-1005  
(202) 225-3801  
FAX: (202) 225-0351

DISTRICT OFFICE:  
THE EQUITABLE BUILDING  
100 PEACHTREE STREET, N.W.  
SUITE # 1920  
ATLANTA, GA 30303  
(404) 659-0116  
FAX: (404) 331-0947

June 13, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

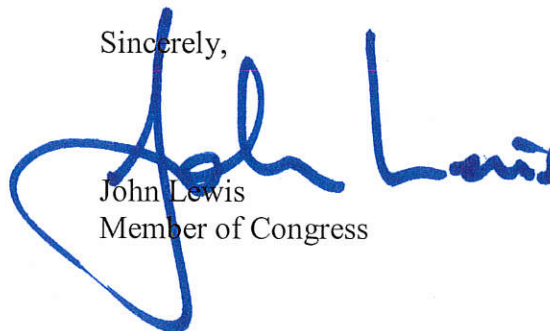
Dear Ms. Collins,

As the Georgia's Fifth Congressional District Representative, I request that you give full consideration to Georgia State University's Title VI NFLRC grant renewal application for their Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

I have been informed that during the first cycle of funding, CULTR successfully leveraged its federal funds to create vibrant partnerships between Georgia State University and private industries, nonprofits, government agencies, and educational institutions to advocate for language education in the state of Georgia. Their goal was to focus their efforts on underrepresented and first-generation students. With its motto "Languages for All," GSU's CULTR has created a national model for advocacy and outreach that promotes access to language education among all students in Atlanta and the state of Georgia.

I am assured that GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success. Your consideration of Georgia State University's CULTR's application for renewal is greatly appreciated. Please do not hesitate to contact Mr. Jared McKinley on my staff to discuss the merits of this initiative.

Sincerely,



John Lewis  
Member of Congress

JL:jhm





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*Richard Woods, Georgia's School Superintendent*  
*"Educating Georgia's Future"*

May 29, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

My name is Mr. Patrick Wallace and I have the honor of currently serving as the Program Specialist for World Languages and Global Workforce Initiatives with the Georgia Department of Education. I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

For the past five years, Georgia has seen increasing enrollments in world language classes statewide, growing by over 13,000 students last year alone. Additionally, Georgia is experiencing a rapid expansion of Dual Language Immersion programs, growing from 6 programs in 2012 to 53 such programs this year in 5 different languages with more programs and languages planned for the years ahead. These two facts, coupled with the growing popularity of Georgia's International Skills Diploma Seal and Biliteracy Seal programs, point to a rapidly growing need to supply districts and schools with a well-trained high-quality workforce of teachers for world language programs across the state and the development of specific world language resources that can effectively meet the needs of a growing diversity of students and an expanding number of programs.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.





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*Richard Woods, Georgia's School Superintendent*  
*"Educating Georgia's Future"*

- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

In addition to the aforementioned past activities in which CULTR has been actively engaged with our Department of Education, our district and school administrators, teachers and students throughout Georgia, we have begun cooperatively planning several upcoming events for the coming year including; an expansion of our International Day at the Capitol program, (a cooperative effort between the Governor's office of Georgia, the Georgia Department of Education, the City of Atlanta and CULTR) Cooperatively hosting the upcoming 6th annual Georgia Dual Language Immersion Institute, establishing and promoting award programs for Georgia's innovative International Skills Diploma Seal and Biliteracy Seal programs as well as collaboratively working toward providing multiple instructional supports for Georgia's expanding Dual Language Immersion Programs and their teachers.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Respectfully submitted,

Mr. Patrick Wallace  
Program Specialist for World Languages and Global Workforce Initiatives  
Georgia Department of Education.



Ms. Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear Ms. Collins,

As the Deputy Commissioner for International Relations at the Georgia Department of Economic Development, I am writing to share with you our support for the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR has done outstanding work demonstrating the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum. I am especially encouraged by their effective outreach to first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to support students' college-to-career readiness, which is an important part of the work we do at the Georgia Department of Economic Development.

One of our strategic focal points at the State of Georgia is on long term workforce development, in which CULTR plays an important part. Among its many accomplishments in this field, CULTR:

- provided quality professional development and instructional support for language educators;
- developed partnerships with the Georgia Department of Economic Development along with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convene annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for workforce readiness; and
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities.

Through these impactful and diverse activities and more, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. It is my pleasure to lend my support to CULTR's vision and mission.

Sincerely,

Abby Turano  
Deputy Commissioner, International Relations  
Georgia Department of Economic Development



## CITY OF ATLANTA

55 TRINITY AVE., S.W.  
ATLANTA, GEORGIA 30335-0300

TEL (404) 330-6100

KEISHA LANCE BOTTOMS  
MAYOR

June 4, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, SW, Mail Stop OPE 258-40  
Washington, DC 20202

As the 60<sup>th</sup> Mayor of the City of Atlanta, I am pleased to support Georgia State University's Center for Urban Language Teaching and Research (CULTR) application renewal for the *Title VI NFLRC* grant.

The City of Atlanta is proud of CULTR's efforts to promote and improve the teaching and education of world languages. During its first funding cycle, CULTR developed a national model asserting the importance of cultural competence and world language skills as key components of career-readiness for first-generation students, underrepresented/minority groups and students throughout the K-16 continuum.

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness about the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain federal grants such as STARTALK;
- created interdisciplinary collaborations across campus with GSU's CIBER, College of Education and Human Development, Office of International Initiatives and Center for Excellence in Teaching and Learning;
- contributed to innovative research on topics such as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages and the emotional burden of language educators.



## CITY OF ATLANTA

55 TRINITY AVE., S.W.  
ATLANTA, GEORGIA 30335-0300

TEL (404) 330-6100

KEISHA LANCE BOTTOMS  
MAYOR

CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of Georgia State University's newly approved Quality Enhancement Program, "College-to-Career." GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. The City of Atlanta is proud to extend its full support to CULTR's innovative vision and mission.

Sincerely,

Keisha Lance Bottoms

June 11, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As Executive Director of the American Council on the Teaching of Foreign Languages (ACTFL), I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key component of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- Provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
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- Hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- Leveraged its resources to obtain other federal grants like STARTALK;
- Created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- Contributed to innovative research on such topics as geolocalive linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

I had the personal pleasure of experiencing CULTR's Global Language Leadership Meeting whose outreach was considerable in establishing connections among language practitioners, decision-makers, and business leaders to create a synergistic opportunity to move the language agenda forward. I have confidence that the grant cycle goals laid out for the 2018-2022 cycle will continue the momentum that has been already created by this innovative and forward-thinking Language Resource Center.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,



Martha G. Abbott  
Executive Director



ASSOCIATION OF DEPARTMENTS OF  
FOREIGN LANGUAGES

June 13, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Director of Programs and the Association of Departments of Foreign Languages at the Modern Language Association, I enthusiastically support the Title VI NFLRC grant renewal application for Georgia State University's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle. I serve on the board of CULTR and have been tracking its impressive growth over the past several years under the steady leadership of William Nichols, who also serves as chair of the Department of World Languages and Cultures.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

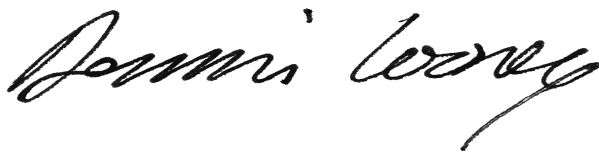
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- leveraged its resources to obtain other federal grants like STARTALK;

- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geo-locative linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,



Dennis Looney  
Modern Language Association  
Director of Programs and the  
Association of Departments of Foreign Languages (ADFL)





Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Director of Dual Language Studies at American Councils for International Education, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,

A handwritten signature in blue ink that reads 'Gregg Roberts'. The signature is fluid and cursive, with the first name 'Gregg' being more prominent than the last name 'Roberts'.

Gregg Roberts



8 June 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear Colleagues:

With considerable enthusiasm I would like to endorse the Title VI NFLRC grant renewal application for the Center for Urban Language Teaching and Research (CULTR) at Georgia State University for the 2018–2022 funding cycle.

As a concurrent member of the ADFL executive committee with CULTR Director Bill Nichols, I have had the opportunity to observe the growth the Center both in its conceptual and implementation phases, including in the last three years as an active member of the CULTR advisory board. CULTR created a national model for linking the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. As an urban campus in a highly diverse environment, GSU constitutes the perfect environment to maximize the impact of such a mission. It follows that the continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career."

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the

education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;

- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocative linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its effective and multifarious activities, CULTR has created a unique profile in the local, regional, and national language education field by creating a vector of convergence for the university and its community to join forces towards mutual beneficial goals. In light of the observations above, I am pleased to endorse the renewal of CULTR's grant without reservation.

Sincerely,



Marc L. Greenberg  
Professor of Slavic Languages & Literatures  
Director, School of Languages, Literatures & Cultures  
Corresponding Member, Slovenian Academy of Arts & Sciences



Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Executive Director of the Southern Conference on Language Teaching (SCOLT), I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR established a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college and career readiness, which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocator linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,

David Jahner  
Executive Director, Southern Conference on Language Teaching

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the World Languages Program Specialist at Fulton County Schools, in Atlanta, Georgia, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

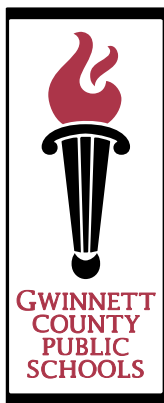
- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
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Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,



Jamie L. Patterson



**GWINNETT COUNTY  
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**THE MISSION OF  
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It is the policy of Gwinnett County Public Schools  
not to discriminate on the basis of race, sex,  
religion, national origin, age, or disability in any  
employment practice, educational program,  
or any other program, activity, or service.

**2010 and 2014 Winner of**

the **broad prize**  
for urban education 

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Director of Foreign Languages for Gwinnett County Public Schools (GCPS) in Georgia, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle. Their work has greatly impacted the quality of the teaching and learning of Foreign Languages in GCPS, and we have come to rely upon their support in our own foreign language and Dual Language Immersion (DLI) work.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups.

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.

It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,



Dr. Jon Valentine  
Director of Foreign Languages  
Gwinnett County Public Schools

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the district coordinator for ESOL & World Languages at Atlanta Public Schools, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness, which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my department's full support to CULTR's vision and mission.

Sincerely,



Dr. Margaret McKenzie  
District Coordinator, ESOL & World Languages  
Atlanta Public Schools  
mamckenzie@atlanta.k12.ga.us





*One Team, One Goal: Student Success*

514 Glover Street  
Marietta, GA 30060  
Telephone: (770) 426-3300  
[www.cobbk12.org](http://www.cobbk12.org)

June 12, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Supervisor of the World Languages Department at Cobb County Schools, I strongly endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

CULTR model for asserting the vital importance of world language skills, cultural competence, and a global mindset aligns directly with the vision and mission of Cobb County's World Languages Department.

Cobb County Schools have benefited from many of CULTR's accomplishments during this first cycle of funding. Cobb County program administrators, teachers, and/or students have:

- participated in quality annual professional development and instructional support for language educators through workshops and the development of resources;
- attended CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness where we networked with industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector;
- attended the annual World Languages Day event with high school students to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;

We hope to be able not only to continue the partnership Cobb County Schools has with CULTR, but to expand our collaboration in the areas of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to promote students' college-to-career readiness and it will directly support our initiatives of strengthening the interdisciplinary collaboration between the World Language programs and the Career, Technical, and Agricultural career pathways. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,

Mr. Germán A. Suárez  
Supervisor - World Languages Department  
Cobb County School District

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**BOARD OF EDUCATION**

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**SUPERINTENDENT**

Chris Ragsdale

PR/Award # P229A180022

Page e195



# Wesley International Academy

211 Memorial Drive, Atlanta, GA 30312  
Phone: (678) 904-9137 Fax: (678) 904-9138  
[www.wesleyacademy.org](http://www.wesleyacademy.org)

June 6, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Chinese department chair of Wesley International Academy, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- \* provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- \* developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- \* hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- \* leveraged its resources to obtain other federal grants like STARTALK;
- \* created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- \* contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

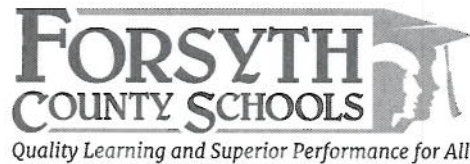


Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,



Anthony Chung  
Chinese Department Chair  
Wesley International Academy



Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Michaela Claus-Nix  
World Language Content Specialist  
Forsyth County Schools  
Teaching & Learning  
1120 Dahlonega Hwy  
Cumming, GA 30040

Dear LRC Selection Committee:

As the World Language Content Specialist of Forsyth County Schools in Georgia, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,

A handwritten signature in dark ink, appearing to read "M. Claus-Nix".

**Michaela Claus-Nix**  
World Language Content Specialist  
[Mclaus-nix@forsyth.k12.ga.us](mailto:Mclaus-nix@forsyth.k12.ga.us)  
770-887-2461 ext. 202249





**Korean Education Center, Consulate General of the Republic of Korea in Atlanta**

Address: 3505 Koger Boulevard Suite 174, Duluth, GA, 30096  
Tel: 1-770-733-1364, E-mail: jicho17@mofa.go.kr, juc197@gmail.com

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Date: June 7, 2018

Carolyn Collins, Program Officer

U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Director of the Korean Education Center, Korean Consulate General in Atlanta, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.


During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
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- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocator linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,

Je Ik Cho 

Director of the Korean Education Center, Korean Consulate General in Atlanta

# WORLD AFFAIRS COUNCIL *of Atlanta*



AMBASSADOR CHARLES SHAPIRO  
PRESIDENT

June 21, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the President of/ at the World Affairs Council of Atlanta, I am pleased to endorse the Title VI NFLRC grant renewal application for Georgia State University's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of didactic material;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day program to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, the College of Education and Human Development, the Office of International Initiatives, and the Center for Excellence in Teaching and Learning; and others.

GSU BUCKHEAD CENTER • Tower Place 200, Suite 300 • 3348 Peachtree Rd, NE • Atlanta, GA 30326  
Phone: 404-413-7083 • [www.wacatlanta.org](http://www.wacatlanta.org)

- contributed to innovative research on such topics as geolocate linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university community to join forces in a common endeavor. It is my pleasure to lend the Council's full support to CULTR's vision and mission.

All the best,

A handwritten signature in blue ink, appearing to read "Charles Shapiro". The signature is fluid and cursive, with the first name "Charles" and last name "Shapiro" clearly distinguishable.

Charles Shapiro



**WORLD TRADE CENTER®**  
**ATLANTA**

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, S.W., Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee:

As the Vice-President and Chair of International Trade Services at the World Trade Center-Atlanta, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

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- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
- contributed to innovative research on such topics as geolocator linguistic mapping, proficiency assessment of Less Commonly Taught Languages, and the emotional burden of language educators.

Through its impactful and diverse activities, CULTR has honed a unique identity in the local, regional, and national language education field by creating a space of convergence for the university and its community to join forces in a common endeavor. GSU is fully prepared to provide financial and administrative support for CULTR to ensure its continued success and ability to expand its impact with a focus on access, advocacy, outreach, and research. It is my pleasure to lend my organization's full support to CULTR's vision and mission.

Sincerely,

**Sam Tandon**

Vice President / Board of Directors, Chair – International Trade Services  
WORLD TRADE CENTER, ATLANTA



June 8, 2018

Carolyn Collins, Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
Language Resource Centers  
400 Maryland Avenue, SW, Mail Stop OPE 258-40  
Washington, DC 20202

Dear LRC Selection Committee

As Senior Director, Foreign Investment, for the Metro Atlanta Chamber, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum. This is especially true for first-generation students and underrepresented/minority groups, a student population that Georgia State University is renowned for serving. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

Among its many accomplishments, CULTR has:

- provided quality annual professional development and instructional support for language educators through workshops and the development of resources;
- developed partnerships with 200+ industry leaders from business and private industry, nonprofits, government agencies, consulates, and the education sector who convened annually at CULTR's Global Language Leadership Meeting to advance language education and global skills for language learners' workforce readiness;
- hosted 3,000+ high school students at the annual World Languages Day event to raise awareness of the importance of languages and global skills for accessing diverse career opportunities;
- leveraged its resources to obtain other federal grants like STARTALK;
- created interdisciplinary collaborations across campus with the GSU's CIBER, College of Education and Human Development, Office of International Initiatives, and Center for Excellence in Teaching and Learning; and others.
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Yours sincerely,

A handwritten signature in blue ink, appearing to read 'John W. Woodward', with a stylized flourish at the end.

John W. Woodward  
Senior Director, Foreign Investment  
Metro Atlanta Chamber



Dear LRC Selection Committee:

As the Diversity & Inclusion Specialist at Mercedes-Benz USA, I enthusiastically endorse the Title VI NFLRC grant renewal application for GSU's Center for Urban Language Teaching and Research (CULTR) for the 2018-2022 funding cycle.

During its first cycle of funding, CULTR created a national model for asserting the vital importance of world language skills, cultural competence, and a global mindset as key components of career-readiness for students throughout the K-16 continuum, especially first-generation students and underrepresented/minority groups. The continued funding of CULTR is crucial to students' college-to-career readiness which forms a central strategic goal of the Georgia State University and its College of Arts and Sciences through the newly approved Quality Enhancement Program titled "College-to-Career".

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Sincerely,

A handwritten signature in cursive script that reads "Kiara Fortson".

Kiara M Fortson, CDP  
Diversity & Inclusion Specialist  
2014 GSU Graduate, B.A. Spanish

*Twin Cities Campus*

*Center for Advanced Research on  
Language Acquisition*

*Global Programs and Strategy Alliance*

*140 University International Center  
331 17<sup>th</sup> Avenue Southeast  
Minneapolis, MN 55414 USA*

*Phone: 612-626-8600*

*Fax: 612-624-7514*

*[www.carla.umn.edu](http://www.carla.umn.edu)*

*[carla@umn.edu](mailto:carla@umn.edu)*

June 5, 2018

U.S. Department of Education  
Title VI Language Resource Center Grant Program

Dear LRC Selection Committee,

The Center for Advanced Research on Language Acquisition (CARLA) is pleased to write in strong support of its collaboration with the Center for Urban Language Teaching and Research (CULTR) as part of the Title VI Language Resource Center Grant Program. Our two centers will work together to host the *Language Teacher Education Conference*, an initiative central to the LRC Program mandate to improve the quality of language teaching and learning. Indeed, this conference, established by CARLA in 1999, is the only one of its kind in the United States designed to support the scholars and practitioners who educate the nation's pre-service and in-service K-16 language teachers.

CARLA proposes to host the *Language Teacher Education Conference* at the University of Minnesota in Spring 2019 and CULTR proposes to host the conference at Georgia State University in Spring 2021. To date, the conference has not yet been held in the Southeastern United States, and we are delighted to expand its geographical reach to encourage attendance among teacher-educators in this part of the country. In addition, due to CULTR's focus on urban language teaching to underrepresented populations, our collaboration will include conference sessions targeted to meet the unique needs of this constituency of teacher-educators. CARLA will provide advice and logistical support to CULTR as it prepares to host the conference for the first time; we will also sponsor a plenary speaker. In addition to hosting the 2021 conference, CULTR will sponsor a plenary speaker for the 2019 conference at CARLA. CULTR's director, Dr. William Nichols, will also serve on the 2019 conference organizing committee to gain insights that he can apply to the organization of the 2021 conference.

CARLA is delighted to work with CULTR on this initiative. We anticipate that this collaboration will contribute to the growth and impact of the *Language Teacher Education Conference* and to the improvement of language teaching and learning through research-based practice across the United States.

Sincerely,



Kate Paesani, Ph.D.  
Director, Center for Advanced Research on Language Acquisition (CARLA)  
Affiliate Associate Professor, College of Liberal Arts



June 18, 2018

Dr. William Nichols  
Center for Urban Language Teaching and Research  
Georgia State University  
P.O. Box 3974  
Atlanta, GA 30302-3974

Dear Dr. Nichols,

The Center for Educational Resources in Culture, Language and Literacy (CERCLL) is pleased to support CULTR in their application for Title VI funding. CERCLL's focus on culture and the development of multiple literacies in foreign languages, integrates well with CULTR's mission to enhance the language proficiency, cultural awareness, and professional development for all learners.

CERCLL will be collaborating with CULTR when they will be hosting the *International Language Teacher Education Conference*, an important event addressing the needs of those who educate teachers at the primary, elementary, secondary and post-secondary levels in both national and international contexts. CERCLL has agreed to participate in the 2021 iteration of this conference by sponsoring a plenary speaker on the topic of intercultural competence and teacher development, a main focus of its Language Resource Center projects and initiatives.

In addition, we are pleased to have CULTR's involvement in CERCLL's Intercultural Competence Conference in the next two iterations of this event. This conference has become a central meeting point for discussions centering on intercultural competence and language teaching, and it offers pre- and post-conference workshops wherein research is connected with practice and educators can receive Continuing Education hours. Our 2020 conference will center on *Internationalizing the Curriculum: The Role of Intercultural Competence*, a theme which dovetails well with CULTR's mission. We are therefore excited to have CULTR organize a workshop at this event featuring work from their center. They will also fund scholarships for K-12 teachers to attend the conference in 2022, an important means of meeting the needs of educators who may otherwise not be able to benefit from this valuable professional development opportunity.

We look forward to the collaborative activity that CERCLL and CULTR have proposed in staging these conferences and workshops, and to the contributions that they will make to strengthening the nation's capacity for foreign language learning and teaching.

Sincerely,

Beatrice Dupuy  
Co-Director, CERCLL

Chantelle Warner  
Co-Director, CERCLL



1859 East-West Road #106  
Honolulu HI 96822-2322  
nflrc@hawaii.edu  
Phone: 808.956.9424

Dr. William Nichols  
Center for Urban Language Teaching and Research (CULTR)  
Georgia State University

June 8, 2018

Dear Bill,

This is to confirm our commitment to partner with CULTR to sponsor a TED Talk-style event at an upcoming ACTFL conference. As discussed, your LRC will provide funding for travel and a modest honorarium for a featured speaker. Similarly, the NFLRC commits support for logistics (professional videography, sound, slide design, event organization, and common website) as well as an additional featured speaker for the event.

We look forward to collaborating on this exciting opportunity to offer professional development and open materials for language educators.

Me ke aloha pumehana.

  
Julio E. Rodríguez  
NFLRC Director

GEORGIA STATE UNIVERSITY

**GEORGIA STATE UNIVERSITY CENTER FOR  
URBAN LANGUAGE TEACHING AND  
RESEARCH**

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LRC Proposal Submission for CFDA NUMBER 84.229A

PI William J. Nichols

**APPENDIX D**

**Performance Measure Form**

1. Project Goal Statement 1: Increase professional development opportunities for P-16 language teachers.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	BL	Y1	Y2	Y3	Y4
PD1 – Provide In-person and online professional development opportunities for foreign language teachers through workshops and seminars (6 per year).	1a. Identify workshop leaders and topics	1ai. Number of workshops scheduled	Annual	Workshop records	0	6	6	6	6
	1b. Conduct workshops	1bi. Number of workshops held.	6 times per year						
		1bii. Number of participants.	6 times per year	Participant surveys	0	48	60	72	84
	1c. Survey workshop participants	1ci. Satisfaction survey of workshop participants.	6 times per year post-workshop		70%	75%	78%	80%	80%
PD2 – Develop a series of professional quality podcasts on topics related to FL Teacher retention, classroom effectiveness, and affective dimensions of the FL teacher experience. (4 per year)	2a. Identify podcast interviewees	2ai. Number of interviewees in the pool	Semi-Annual	Project Records	0	0	4	4	4
	2b. Edit and publish podcasts	2bi. Completed audio files edited.	Semi-Annual	Project Records	0	0	4	4	4
		2bii. Completed audio files published	Semi-Annual	Project Records	0	0	4	4	4
	2c. Publicize podcasts to professional community.	2ci. Number of presentations of podcasts availability (ie, conferences, promotion by other LRCs, newsletter)	Semi-Annual	Project Records	0	0	6	6	6
		2cii. Accessed podcasts	Semi-Annual	Website analytics and podcast site data	0	0	10	20	40
PD3 – Develop an online video recording portal for FL teachers to deliver archivable mentoring resources and create a searchable database of FL teacher experiences.	3a. Identify a user-friendly online video recording application (software, widget, plugin, etc).	3ai. Completed selection and implementation of application.	Once in Year 1	Project Records	0	1	0	0	0
	3b. Solicit teachers to produce videos.	3bi. Number of teachers who create recordings,	Annually starting in Year 2	Project records and website analytics	0	0	20	25	50
	3c. Create online repository for completed videos	3ci. Completed public portal for viewing videos.	Once in Year 2	Project website	0	0	1	0	0
		3cii. Number of views	Annually starting in Year 3	Website Analytics	0	0	0	50	75

PR/Award # P229A180022

1. Project Goal Statement 2: Promote language study and global skills as an integral factor of academic and career preparation for all 21 <sup>st</sup> century students.										
2. Performance Measures		3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	BL	Y1	Y2	Y3	Y4
CR1 – World Languages Day		1a. Invite Exhibitors	1ai. Number of Exhibitors	Annually	Project Records	0	20	22	25	30
		1b. Collect Feedback from teachers and students	1bi. Satisfaction survey of teachers and students	Annually	Participant Surveys	0	70%	75%	78%	80%
CR2 – Global Competency Profiles		2a. Survey organizations for information	2ai. Number of completed surveys (Qualtrics)	Annually	Completed surveys	0	10	15	25	50
		2b. Publish Profiles on center website.	2bi. Number of published profiles 2bii. Number of downloads/views	Annually	Center Website	0	10	15	25	50
CR3 – CERCLL Conference Workshop				Annually starting in Year 2	Project records and website analytics	0	0	25	50	100

PR/Award # P229A180022



<b>1. Project Goal Statement 3: Promote awareness of the national need for language education and cultivate increased support for language education and global skills preparation among parents, schools, communities, and the private sector.</b>									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	BL	Y1	Y2	Y3	Y4
A1 – Development of Infographics	1a. Produce infographics	1ai. Number of completed infographics	Annually	Project records	0	5	5	10	10
	1b. Publish and Promote/Disseminate Infographics	1bi. Number of published infographics on website	Annually	Center Website	0	5	5	10	10
		1bii. Number of online views and downloads	Annually	Project records and website analytics	0	30	30	60	80
A2 – Parent/Community Toolkit	2a. Survey Parents, schools and community regarding needed information.	2ai. Completed surveys from schools, parents and community members.	Year 1	Project records and Qualtrics	0	1	0	0	0
	2b. Conduct Community Meetings to gather feedback on draft	2bi. Number of meetings conducted (min 2).	Year 2	Project records	0	0	2	0	0
		2bii. Qualitative feedback from community members.	Year 2	Project records, recordings, feedback forms	0	0	2	0	0
	2c. Publish and distribute the Toolkit	2ci. Completed document uploaded to website and available for download.	Year 3	Center Website	0	0	0	1	1
		2cii. Printed toolkit distributed at Parent/Community Camp, conferences, schools, and community centers/	Year 3 and Year 4	Project Records	0	0	0	100	100
A3- Parent/Community Camp	3a. Plan camp logistics and agenda.	3ai. Secured camp location.	Annually starting in year 3	Project records	0	0	0	1	1
		3aii. Completed camp agenda							
	3b. Publicize camp.	3b. Number of attendees	Annually starting in year 3	Project records	0	0	0	50	75
	3c. Collect feedback from participants at the end of camp	3c. Satisfaction survey of attendees		Participant surveys	0	0	0	70%	75%

1. Objective 4: Conduct and disseminate research on the learning, teaching and assessments of languages that can be translated into improvements in access or practice.										
2. Performance Measures		3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	BL	Y1	Y2	Y3	Y4
R1 – DLI Mapping	1a. Collect data on schools for each phase.	1ai. Completed data set for each phase.	Semi-annually starting in Year 2	Project database	0	0	1	1	1	1
	1b. Enter and code data for each phase.	1bi. Coded data entered into Tableau for each phase.	Semi-annually starting in Year 2	Project records and Tableau						
R2 – Conduct research on the teaching, learning and assessment of LCTLs through three research projects (Li, Mazzotta, and Lee)	2a. Initial meeting with PIs for projects to review methodology and budget.	2ai. Completed meeting	Year 1	Meeting minutes	0	1	0	0		0
	2b. Semi-annual review of progress of research and budget review.	2bi. Progress reports outlining research activities.	Semi-annually	Project Records	0	4	6	4		0
	2c. Publication of final research products.	2ci. Published research or research product.	Annually	Journals, conference proceedings, etc.	0	0	0	1		2
		2cii. Abstract and research findings published to center website.	Annually	Center website	0	0	0	1		2

PR/Award # P229A1B

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

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GEORGIA STATE UNIVERSITY

**GEORGIA STATE UNIVERSITY CENTER FOR  
URBAN LANGUAGE TEACHING AND  
RESEARCH**

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LRC Proposal Submission for CFDA NUMBER 84.229A

PI William J. Nichols

**Budget Narrative**

## Budget Narrative

### B1 Direct Costs

#### B1.1 Personnel

All salaries below are based on current salaries of actual personnel and are consistent with the hiring policies of Georgia State University. All salaries in this budget have a projected increase of 3% each year throughout the life of the grant. The total Centers Staff pay charged to the grant is \$306,131 for Y1-Y4 (see table below). These amount does not include fringe or IDC; institutional support is reflected in the salaries for Ms. Winkler (Managing Director) and Mr. Cotter (Director of Communication and Data Analytics): Both are cost shared at 50% with the College of Arts and Sciences (Winkler) and the Center for Excellence in Teaching and Learning (Cotter). Therefore, the amounts below are only 50% of their annual pay.

Staff Member	Year 1	Year 2	Year 3	Year 4	Total
Nichols, William	\$10,022	\$10,323	\$10,632	\$10,951	\$41,928
Winkler, Kristy	\$26,000	\$26,780	\$27,583	\$28,411	\$108,774
Cotter, David	\$26,190	\$26,976	\$27,785	\$28,619	\$109,570
Nolde, Patricia	\$5,500	\$5,500	\$5,500	\$5,500	\$22,000
Jansa, Tim	\$5,703	\$5,874	\$6,050	\$6,232	\$23,859

#### Director

**William Nichols** (*10% calendar year effort or 1.2 person months*)

General Oversight and Direction of CULTR grant activities will be provided by Dr. William Nichols. In addition to his work of supervising all LRC grant-funded activities, Dr. Nichols will

continue his work as Chair of the Department of World Languages and Cultures and will actively serve as an advisor on issues related to second language acquisition to stakeholders nationwide. He will take a lead role in communicating with world language leaders in the government, education, and business sectors of the community.

### **Managing Director**

**Kristy Winkler** *(50% charged to the grant, 50% funded by the College of Arts and Sciences)*

As the full-time coordinator of all CULTR communications and activities, responsibilities for Ms. Winkler include oversight of the daily operations of CULTR, including management of student workers, project management, meeting and event coordination, dissemination of information, correspondence, scheduling, and purchasing, well as other duties as requested by the Director.

### **Director of Communication and Data Analytics**

**David Cotter** *(50% charged to the grant, 50% funded by the Center for Excellence in Teaching and Learning)*

Primary responsibilities for Mr. Cotter include maintaining and enhancing the CULTR website, directing data analysis, developing and distributing digital communications, newsletters, presentations, and event registrations, creating and supervising the development of digital publishing and layouts for printed materials, oversight social media development, assisting the Project leaders with the technology aspects of their projects, as well as supervising the work of Graduate Student developers.

## Instructional Technology Lead

**Patricia Nolde** (*annual stipend of \$5,500 charged to the grant*)

Ms. Nolde will coordinate and direct the Foreign Language Teacher Professional Development Workshops, will direct and develop curricula that supports World Languages Day and other CULTR projects, as well as serving as materials developer for all training modules or instruction manuals related to CULTR initiatives. Oversight of instructional technology projects and technology integrations of the CULTR grant activities will be provided in part by Ms. Nolde.

## Budget Manager

**Tim Jansa** (*10% calendar year effort budgeted to CULTR*)

Primary responsibilities include budget oversight and reporting, expenditure reviews, and acting as liaison between CULTR and the GSU Grants Office.

## Salaries and Extra Pay for Project Coordinators

The following projects (listed by project number) include summer faculty effort or academic year effort for the Project Coordinator. **The total amount requested in salaries, extra pay, and course releases is \$16,800.** (Corresponding fringe benefits will be charged at 33.0%.)

R2	Motivations of Collegiate Less Commonly Taught Language Learners Mazzotta, Mizuki: 10% summer pay or 1 person month	Salary: \$4,800 FB: \$1,584	Y1
PD3	THRIVE Videos: Teacher2Teacher Goulette, Elizabeth	Stipend: \$3,000	Y1-4

## B1.2 Project Costs

This section addresses individual project costs that are not included in other parts of this budget justification. (Compensation for project directors is included under Sect. A5, Honoraria and Travel for consultants is covered under Sect. G1, and Supplies are covered under Sect. F2 and F3.) A portion of the project costs are considered Participant Support Costs and are identified with the acronym PSC. The 8% IDC rate is not applied to PSC. **Budget items that relate to the announced Competitive Preference Priorities are marked with an asterisk (\*). The totals do not include IDC; fringe is listed in the narrative.**

### **PD1: FL Teacher Professional Development Workshops** (\$12,800 total, Y1-Y4):

This proposal includes \$3,000 each year to cover the stipends for qualified workshop leaders (6 workshops per year at \$500 per workshop). \$200 are requested to cover materials and supplies for workshop participants (PSC). Because campus facilities will be used at no cost for this event, no additional funds are required other than those listed in sections of this justification.

### **PD2: THRIVE Podcasts** (\$23,416 total, Y1-Y4):

This project includes budget each year for a half-time GRA (10 hours/week) with skills to edit audio recordings (\$4,000 salary + \$104 FB). In Y1, the purchase of additional recording equipment is budgeted at \$1,000.

### **PD3: THRIVE Videos (Teacher Voices)** (\$30,272 total, Y1-Y4):

A part-time GRA (10 hours/week) is requested to perform video editing, social media, and promotion of the initiative (\$3,000 + \$78 FB). \$3,000 (+ \$990 FB) are budgeted



each year as a stipend to a faculty member, Dr. Elizabeth Goulette, to direct the initiative and recruit teachers for the videos. An additional \$2,000 are budgeted in Y1 to cover the cost of plug-in or software development for the web-based recording tool.

**PD4: DLI Conference/GADII** (\$2,2750 total, Y1 only) (\*):

\$1,000 are budgeted in Y1 to cover room reservations and A/V support for the conference location. \$750 are budgeted to cover travel expenses for the keynote speaker, and \$1,000 are requested to cover the cost of publishing the conference program (PSC).

**PD5: LTE Conference 2021** (\$19,476 total, Y1 and Y4 only):

In Y1, CULTR will send the Director to the 2019 LTE conference (detailed in Section B1.3). For Y4, during which CULTR will be hosting the conference in Atlanta, \$8,000 (+ \$208 FB) are requested to cover the cost of two full-time GRAs in Fall and Spring to assist in the conference planning and program execution. An additional \$2,000 are requested to cover the costs of student assistants (no FB). The higher costs associated with hosting this conference contribute to a Y4 total budget that is higher than other years, however, it is anticipated that the actual costs will be offset by additional institutional support and sponsorships. \$1,200 for employee travel to the 2019 conference in Y1 is outlined in B1.4 Travel for Key Personnel.

**CR1: World Language Day** (\$24,100 total, Y1-Y4):

This proposal includes funds for room reservations at the University Conference Center at a discounted rate (\$800 per event); supplies for participating students in Y1-4 (\$350 in Y1, and \$1,200 each Y2-4); \$850 in supplies for student materials is covered in Y1 by the

GSU Confucius Institute); A/V support through the conference center at a discounted rate (\$500 per event); and catering for coffee breaks and snacks for key participants, such as international business representatives and other primary exhibitors (\$2000 each year). Budget to cover parking for attendees is requested at \$500 per year (70+ exhibitors @ \$7.00 each). Publication and printing for WLD materials is budgeted at \$1,650 in Y2-4; printing in Y1 is covered by the GSU Confucius Institute.

**CR2: Global Competency Profiles** (\$4,000 total, Y1-Y4):

\$1,000 are budgeted for the cost of printed materials to distribute to schools and teachers as samples. (All profiles will also be freely available for online download.)

**CR3: CERCLL Conference Collaboration** (\$3,750 total, Y2 and Y4):

In Y2 and Y4, CULTR will support the CERCLL Intercultural Competency Conference by sending a workshop leader in Y1 and sponsor speakers at the 2022 conference (\$2000) in Y4. Budget includes \$1,750 to cover travel expenses for the workshop leader.

**A1: Global Language Leadership Meeting** (\$17,000 total, Y1-4):

In addition to the supplies requested in other sections of this justification, this proposal includes a nominal budget for additional supplies (\$50 per year) and room reservations at the University Conference Center at a discounted rate (\$500 per event). Budget to cover parking for attendees is requested at \$500 per event (70+ attendees @ \$7.00 each). \$1,500 per year are requested for publication and printing of the GLLM booklet and materials.

**A2: Development of Infographics** (\$16,000 total, Y1-4):

A part-time (10 hours/week) external consultant is budgeted for each year at \$4,000 to perform data collection and development. The infographics produced will be freely available for download on the Center website.

**A3: Parent and Community Toolkit** (\$8,670 total, Y1-2 only) (\*):

This budget includes a \$2,500 stipend (+ 825 FB) in Y1 and Y2 to compensate a member of the Crim Center for Urban Educational Excellence for his/her assistance in developing tools and resources and reaching participant communities; \$500 in mileage to reimburse travel to schools and parent visits in Y1 (see B1.4); and \$500 in supplies and printing for the survey distribution and data collection (Y1 and Y2).

**A4: Parent and Community Language Camp** (\$10,000 total, Y3-4 only) (\*):

In addition to budget requests made in other sections of this justification, the budget includes costs for two Parent Camps, one in Y3 and one in Y4. The events will be held at schools in urban neighborhoods. \$1,000 are requested each year to compensate the school district for any fees related to that use, such as custodial services, security, utilities, etc.

An additional \$1,500 are requested to provide printed copies of the Parent and Community Toolkit (Project A3) to each attendee (PSC). \$500 are requested for a photographer to cover the event. Catering for the event is budgeted at \$2,000 each year.

**A5: TED Talks** (\$1,757 total, Y2 only):

We request \$1,050 for an invited speaker (not key personnel) to travel to the 2019 ACTFL conference to give a talk as part of the TED Talks project. In addition, we request \$500 for an honorarium and \$207 meal per diem (see B1.7).

**R1: Mapping DLI Access** (\$13,608 total, Y1-Y4) (\*):

Included in the budget are charges for Tableau software licenses at \$1,350 per year (Y1-Y4) and \$4,000 (+ \$104 FB) for the hire of a part-time GRA (10 hours/week) in Y3 and Y4. Institutional support is provided by the GSU Office of Student Success in the amount of \$16,000 per year in Y1 and Y2 to cover the costs of GRAs for research, development and data analytics.

**R2: Computerized Assessment Battery of Chinese** (\$9,250 total, Y1-Y3) (\*):

CULTR is requesting funds to cover supplies in the amount of \$400 (Y1), \$100 (Y2), and \$50 (Y3) for printed materials. In addition, this project also requests \$600 in Human Subjects payments in Y1, \$1,200 in Y2 for learners to take the Pragmatic Chinese Listening test during development phases, and \$4,000 in Y3 for remuneration of participants (learners of Chinese) for taking the finalized Chinese Pragmatic Listening Test for validation of the assessment tool. The researcher requests \$2,000 in Y3 for travel (see B1.4).

**R3: Motivations of Collegiate L2 Learners** (\$10,319 total, Y1-Y3) (\*):

In addition to the researcher's summer salary in Y1 (\$4,800 + \$1,584 FB), this project requests \$100 in Y1 and \$240 in Y2 for Human Subjects Payments, as well as funds to

cover student assistant salaries (\$240 in Y1, \$1692 in Y2, and \$1260 in Y3; no FB). The researcher is also requesting \$400 in Y3 for printed materials and supplies.

**R4: Linguascaping the School** (\$8,865 total, Y1-2) (\*):

In Y1, \$1,000 are requested for purchasing video recording equipment for this research, and \$1,500 for compensation of participating teachers and administrators in K-12 schools. Employee travel is budgeted at \$2,000 (Y1) and \$1,500 (Y2); section see B1.4.

### **B1.3 Fringe Benefits**

Fringe benefits for full-time faculty and staff are calculated at 33.0% in accordance with current Georgia State University policies. The fringe benefit rate for GRAs is 2.6%. Undergraduate research assistants do not incur fringe benefits. Total fringe benefits requested amount to \$110,362 (Y1-4).

### **B1.4 Travel for Key Personnel**

The primary purpose of travel is for the three key personnel to attend the annual ACTFL conferences. During the ACTFL conference, the CULTR Director will attend both the Coordinating Council, as well as Council of Directors meeting. Attending the ACTFL conference also serves the promotion of CULTR activities and the dissemination of CULTR resources. The secondary purpose is to support collaboration with other LRCs. Total travel expenses of \$21,750 (Y1-Y4) are based on round trip airfare or mileage as applicable, accommodation, and meal per diem.

**Travel to ACTFL:** 3 personnel to attend for 3 days at a total of \$3,000 per year in Y1-Y4, for a total of \$12,000.

**Travel to other LRCs:** Travel for the Director to attend the CARLA LTE conference in 2019 is requested in the amount of \$1,200 in Y1, and \$1,750 in Y2 to travel to CERCLL ICC Conference to give a workshop.

**Travel in A3:** \$500 mileage reimbursement in Y1 for school and parent visits for the development of the Parent and Community Toolkit.

**Travel in R2:** The researcher requests \$2,000 in Y3 for travel to a conference in order to present on the finding of the research and promote the computerized test battery.

**Travel in R4:** Linguascaping the School. \$2,000 are requested in Y1 to support the researchers travel to the Linguistic Landscape conference to present the research. In Y2, travel funds in the amount of \$1,500 are requested for the researcher lead a workshop on linguistic landscape and SchoolScape.

**Other:** \$800 in mileage reimbursement for travel of key personnel to visit area schools, meetings, and local conferences (Y1-4).

## **B1.5 Equipment**

No expenditures are required for equipment purchases or leases.

## **B1.6 Supplies**

**Conference and Meeting supplies:** A variety of conferences, workshops, and special events will require, such as brochures and announcements for advanced publicity, as well as program materials. We are requesting \$13,800 in supplies to cover these expenses. Please see the itemized Project Budgets at the end of this section for specific projects where these costs are included.

**Publicity:** \$2,000 are requested each year for publicity materials, such as brochures and small items to be distributed at national conferences.

**Supplies for research projects:** Several research projects require minor expenditures for supplies. Project R1 is requesting \$550 for printed materials. Project R2 has budgeted \$400 for printed materials, and Project R3 has requested \$1,000 for video recorders.

**Software and Licensing:** For the Center to operate at peak efficiency and to better leverage technology for dissemination of materials produces, as well as teleconferences with Advisory Board members, funds are requested in the amount of \$900 per year (Y1-Y4) to cover the c licenses for Dropbox Enterprise, Canva Pro, and Venngage. In addition, as noted above, Project R4 includes a budget for Tableau software licenses at \$1,350 per year (Y1-Y4)

## **B1.7 Other**

**ACTFL Exhibitor Booth expenses (Y1-Y4):** We request \$2,500 per year to cover exhibitor booth space at ACTFL for a total of \$10,000.

**Catering for meetings and workshops (PSC):** We are requesting a total of \$14,800 for catering to be provided for participant meals at workshops and events.

**CR1: World Language Day (Y1-Y4)** Breaks and lunches for exhibitors: \$2,000/ year.

**A1: Global Language Leadership Meeting (Y1-Y4):** \$700/year. Actual catering costs for this event are \$3,200 per year; the GSU Office of International Initiatives has agreed to cover \$2,500 of catering costs.

**A4: Parent/Community Language Camp** (Y3 and Y4 only): \$2,000 per year are requested for catering lunch to attendees.

**Consultant Honoraria and Travel:** We are requesting funds for plenary speakers and invited participants who attend our events; this includes non-personnel travel. Details are listed below by project. Airfare is calculated at \$500 round-trip per person. Hotel costs are estimated at \$135/night, and meal per diem at \$64/day for Atlanta. Per State of Georgia policy, per diems are calculated at 50% for first and last day of travel.

**PD1: FL Professional Development Workshops** (Y1-Y4) We are requesting \$500 honorarium for each of 6 workshop presenters for a total of \$3,000/year. These presenters will give one-day teacher professional development workshops.

**PD2: THRIVE Podcasts** (Y1-Y4). For this project, we request \$1,500 each year for the honorarium for the professional consultant conducting the interviews.

**PD4: DLI Conference/GADII:** \$750 is budgeted in Y1 to cover travel expenses for the keynote speaker.

**PD5: LTE Conference 2021:** In Y1, CULTR will collaborate with CARLA on the LTE Conference. CULTR budget includes \$750 for a keynote speaker honorarium. In Y4, CULTR will host the 2021 LTE conference in Atlanta. \$2,800 are requested to cover travel for 4 panelists (4 x \$700), panelist meal per diems (4 x 3 days @\$64/day), and \$2,250 for panelist honoraria (4 x \$750).



**A5: TED-like talks at ACTFL** (\$1,898 total, Y2): \$1,260 are included in the budget to cover the cost of a featured speaker to ACTFL, including airfare, hotel and meal per diem. \$500 is requested for a speaker honorarium.

**R1: Computerized Assessment Battery of Chinese** (\$900 total, Y1-2): The projects requests \$300 in Y1 and \$600 in Y2 to compensate consultants on test item development and instrument validation.

**External Evaluator:** We are requesting \$2,500 in Y1 and Y3 as remuneration to the External Evaluator. In addition, the proposed budget includes \$700 for evaluator travel in Y1 and Y3.

**LRC Promotion:** \$1,000 are requested in Y1 and Y2 to contribute towards the development of a common LRC brochure and maintenance of common LRC Portal.

## **B2 Indirect Costs**

Indirect costs are calculated at a rate of 8% as indicated in application instructions. Participant support costs are excluded from the IDC rate. Total calculated IDC is \$48,207 for Y1-4.

## B3 Budget Overview

OPERATING BUDGET		Y1	Y2	Y3	Y4
Staff Salaries					
	Nichols, W.	\$10,022	\$10,323	\$10,632	\$10,951
	Winkler, K.	\$26,000	\$26,780	\$27,583	\$28,411
	Cotter, D.	\$26,190	\$26,976	\$27,785	\$28,619
	Nolde, P.	\$5,500	\$5,500	\$5,500	\$5,500
	Jansa, T.	\$5,703	\$5,874	\$6,050	\$6,232
Graduate Assistants		\$9,000	\$9,000	\$9,000	\$9,000
Student Assistants		\$4,750	\$4,750	\$4,750	\$4,750
Fringe Benefits		\$24,461	\$25,133	\$25,826	\$26,539
Travel to Conferences		\$3,000	\$3,000	\$3,000	\$3,000
Mileage		\$200	\$200	\$200	\$200
Supplies and Materials		\$2,000	\$2,000	\$2,000	\$2,000
Postage		\$200	\$200	\$200	\$200
Conference Exhibitor Expenses		\$2,500	\$2,500	\$2,500	\$2,500
Conference Registration Fees		\$400	\$400	\$400	\$400
Joint LRC Promotion Publication		\$1,000	\$1,000		
Membership and Dues		\$350	\$350	\$350	\$350
Software subscriptions					
External evaluator Stipend		\$2,500		\$2,500	
External evaluator Travel expenses		\$814		\$814	
IDC		\$8,132	\$8,046	\$8,388	\$8,305
TOTAL		\$134,345	\$133,751	\$139,065	\$138,657

<b>PROJECT BUDGETS</b>				
<b>PD! Prof Dev Workshops</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Materials	\$200	\$200	\$200	\$200
Instructor Stipends	\$3,000	\$3,000	\$3,000	\$3,000
IDC	\$256	\$256	\$256	\$256
<b>TOTAL</b>	<b>\$3,456</b>	<b>\$3,456</b>	<b>\$3,456</b>	<b>\$3,456</b>
<b>PD2: THRIVE Podcasts</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Graduate Assistants	\$4,000	\$4,000	\$4,000	\$4,000
GRA Fringe Benefits	\$104	\$104	\$104	\$104
Recording Equipment	\$1,000			
Interviewer Stipend	\$1,500	\$1,500	\$1,500	\$1,500
IDC	\$520	\$440	\$440	\$440
<b>TOTAL</b>	<b>\$7,124</b>	<b>\$6,044</b>	<b>\$6,044</b>	<b>\$6,044</b>
<b>PD3: THRIVE Teacher Videos</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Graduate Assistants	\$3,000	\$3,000	\$3,000	\$3,000
GRA Fringe Benefits	\$78	\$78	\$78	\$78
Project Coordinator Stipend	\$3,000	\$3,000	\$3,000	\$3,000
Project Coord. Fringe Benefits	\$990	\$990	\$990	\$990
Plug in Recording Software	\$2,000			
IDC	\$640	\$480	\$480	\$480
<b>TOTAL</b>	<b>\$9,708</b>	<b>\$7,548</b>	<b>\$7,548</b>	<b>\$7,548</b>
<b>PD4: DLI Conference/GADII</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Room reservation	\$1,000			
Keynote Speaker travel	\$750			
Conference Programs	\$1,000			
IDC	\$220			
<b>TOTAL</b>	<b>\$2,970</b>			

<b>PD5: LTE Conference</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Graduate Assistants				\$8,000
Graduate Assistant Fringe Benefit				\$208
Undergraduate Assistants				\$2,000
PI Travel to Conference	\$1,200			
Marketplace fees				\$1,500
Speaker and Panelist Travel				\$2,800
Speaker Honoraria	\$750			\$2,250
Speaker Per diem				\$768
IDC	\$156			\$1,385
<b>TOTAL</b>	<b>\$2,106</b>			<b>\$18,911</b>

<b>CR1: World Languages Day</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Student Supplies	\$350	\$1,200	\$1,200	\$1,200
Room Reservations	\$800	\$800	\$800	\$800
Parking Fees for Exhibitors	\$500	\$500	\$500	\$500
Publications		\$1,650	\$1,650	\$1,650
A/V Support	\$500	\$500	\$500	\$500
Exhibitor Food	\$2,000	\$2,000	\$2,000	\$2,000
IDC	\$132	\$332	\$332	\$332
<b>TOTAL</b>	<b>\$4,282</b>	<b>\$6,982</b>	<b>\$6,982</b>	<b>\$6,982</b>

<b>CR2: Global Competencies Profiles</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Publications and Printing	\$1,000	\$1,000	\$1,000	\$1,000
IDC	\$80	\$80	\$80	\$80
<b>TOTAL</b>	<b>\$1,080</b>	<b>\$1,080</b>	<b>\$1,080</b>	<b>\$1,080</b>

<b>CR3: CERCLL ICC Conference</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Workshop instructor Travel		\$1,750		
Sponsored Speakers				\$2,000
IDC		\$140		\$160
<b>TOTAL</b>		<b>\$1,890</b>		<b>\$2,160</b>

<b>A1: Global Languages Leadership Meeting</b>				
	Y1	Y2	Y3	Y4
Supplies and Materials	\$50	\$50	\$50	\$50
Room reservation	\$500	\$500	\$500	\$500
Speaker Travel	\$1,000	\$1,000	\$1,000	\$1,000
Publications	\$1,500	\$1,500	\$1,500	\$1,500
Participant Parking	\$500	\$500	\$500	\$500
Catering	\$700	\$700	\$700	\$700
IDC	\$244	\$244	\$244	\$244
<b>TOTAL</b>	<b>\$4,494</b>	<b>\$4,494</b>	<b>\$4,494</b>	<b>\$4,494</b>
<b>A2: Infographics</b>				
	Y1	Y2	Y3	Y4
Design Work (consultant stipend)	\$4,000	\$4,000	\$4,000	\$4,000
IDC	\$320	\$320	\$320	\$320
<b>TOTAL</b>	<b>\$4,320</b>	<b>\$4,320</b>	<b>\$4,320</b>	<b>\$4,320</b>
<b>A3: Family and Community Toolkit</b>				
	Y1	Y2	Y3	Y4
Crim Ctr Staff Stipend	\$2,500	\$2,500		
Staff Fringe	\$825	\$825		
Staff Mileage	\$500			
Supplies and Materials	\$500	\$500		
IDC	\$280	\$240		
<b>TOTAL</b>	<b>\$4,605</b>	<b>\$4,065</b>		
<b>A3: Family and Community Camp</b>				
	Y1	Y2	Y3	Y4
Space Reservation			\$1,000	\$1,000
Publications and Printing			\$1,500	\$1,500
Photographer			\$500	\$500
Catering			\$2,000	\$2,000
IDC			\$240	\$240
<b>TOTAL</b>			<b>\$5,240</b>	<b>\$5,240</b>
<b>A4: TED Talk Event</b>				
	Y1	Y2	Y3	Y4
Speaker Travel		\$1,050		
Speaker Honorarium		\$500		
Speaker Per diem		\$207		
IDC		\$141		
<b>TOTAL</b>		<b>\$1,898</b>		

<b>R1: DLI Mapping</b>	Y1	Y2	Y3	Y4
Graduate Assistant Salary			\$4,000	\$4,000
Grad Assistant Fringe Benefits			\$104	\$104
Tableau Software	\$1,350	\$1,350	\$1,350	\$1,350
IDC	\$108	\$108	\$108	\$108
<b>TOTAL</b>	<b>\$1,458</b>	<b>\$1,458</b>	<b>\$5,562</b>	<b>\$5,562</b>

<b>R2: Computerized Test Battery</b>	Y1	Y2	Y3	Y4
Faculty Travel			\$2,000	
Supplies and Materials	\$400	\$100	\$50	
Human Subjects Payments	\$800	\$1,200	\$4,000	
Consultants	\$300	\$600		
IDC	\$104	\$152	\$484	
<b>TOTAL</b>	<b>\$1,604</b>	<b>\$2,052</b>	<b>\$6,534</b>	

<b>R3: Motivations of LCTL Students</b>	Y1	Y2	Y3	Y4
Faculty Salary	\$4,800			
Faculty Fringe Benefit	\$1,584			
Student Assistant Salary	\$243	\$1,692	\$1,260	
Supplies and Materials			\$400	
Human Subjects Payment	\$100	\$240		
IDC	\$411	\$155	\$133	
<b>TOTAL</b>	<b>\$7,138</b>	<b>\$2,087</b>	<b>\$1,793</b>	

<b>R4: Linguascaping the school</b>	Y1	Y2	Y3	Y4
Graduate Assistants		\$2,500		
Grad Assistant Frindge		\$65		
Faculty Travel	\$2,000	\$1,500		
Supplies		\$1,000		
Compensation for K-12 Teachers		\$1,500		
IDC	\$160	\$520		
<b>TOTAL</b>	<b>\$2,160</b>	<b>\$7,085</b>		